

**A DEVELOPMENT OF LEADERSHIP MODEL FOR MIDDLE
ADMINISTRATORS**

OF SAINT GABRIEL FOUNDATION SCHOOLS IN THAILAND

Bro.Dechachai Sripicharn

I.D. No. 5229931

**A Dissertation Submitted in Partial Fulfillment of
The Requirements for the Degree of**

DOCTOR OF PHILOSOPHY

in

Educational Leadership

Graduate School of Education

**ASSUMPTION UNIVERSITY OF THAILAND
2012**

Copyright by

Assumption University of Thailand

2012

Dissertation Title: A DEVELOPMENT OF LEADERSHIP MODEL FOR MIDDLE ADMINISTRATORS OF SAINT GABRIEL FOUNDATION SCHOOLS IN THAILAND

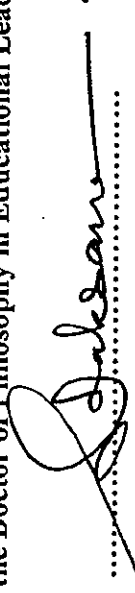
By: BRO.DECHACHAI SRIPICHARN

Field of Study: DOCTOR OF PHILOSOPHY IN EDUCATIONAL LEADERSHIP

Dissertation Advisor: DR. WATANA VINITWATANAKHUN

Accepted by the Graduate School of Education, Assumption University in Partial

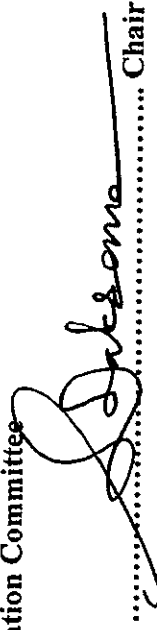
Fulfillment of the Requirements for the Doctor of Philosophy in Educational Leadership


.....

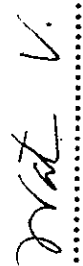
(Dr. Sangob Laksana)

Dean of the Graduate School of Education

Dissertation Examination Committee


..... Chair

(Dr. Sangob Laksana)


..... Member/Advisor

(Dr. Watana Vinitwatanakhun)


..... Member/Inside Reader

(Dr. Nathara Mhumpiew)


..... Member/Outside Reader

(Assoc.Prof.Dr.Sukanya Kovilaiakool)

ABSTRACT

I.D. No.: 5229931

Key Words: MIDDLE ADMINISTRATOR, LEADERSHIP CHARACTERISTIC,

CREATIVE, COURAGE, CONFIDENT, CARING

Name: DECHACHAI SRIPICHARN

Dissertation Title: A DEVELOPMENT OF LEADERSHIP MODEL FOR MIDDLE ADMINISTRATORS OF SAINT GABRIEL FOUNDATION SCHOOLS IN THAILAND

Dissertation Advisor: DR. WATANA VINITWATANAKHUN

This study aimed to 1. To identify the most desirable leadership characteristics of middle administrators of Saint Gabriel Foundation Schools in Thailand. 2. To explore the leadership characteristics of middle administrators of Saint Gabriel Foundation Schools in Thailand. 3. To develop a model to enhance leadership of middle administrators in Saint Gabriel Foundation Schools in Thailand. The qualitative and quantitative methods were applied during the study which content analysis, questionnaire, and focus group were took place in order to find out to identify the most Desirable Educational Leadership characteristics and practices of administrators, to explore the Educational Leadership characteristics and practices of administrators of Saint Gabriel Foundation Schools in Thailand, to develop the model to enhance Educational Leadership characteristics and practices of administrators of Saint Gabriel Foundation Schools in Thailand later on.

The participants of the study were 1,180 teachers from 11 schools of Saint Gabriel Foundation Schools in Thailand. The Frequency, Percentage and the PNI^{modified} were

used in the research processes in order to find out the priority needs. The findings of the study namely: 1) COURAGE; identifies frustrating behaviors of others, informs others if they do something inappropriate, asks for advice when facing problems, tells others what he/she thinks and not what they want to hear. 2) CREATIVE; changes his/her ways of working, searches for new information, not using the existing information, has different ideas, builds on ideas of others. 3) CONFIDENT; has comfort related to business ventures that involve uncertainty, asks others to express different thoughts, likes his/her opinions being challenged, dares to take risks to get quick results. 4) CARING; treats people as the most important asset, knows strengths and weaknesses of others to help them develop or improve, takes care of his/her subordinates closely, give consideration to others before doing anything.

Field of Study: Doctor of Philosophy in Educational Leadership

Graduate School of Education

Academic Year

Student's signature.....*Dech*
Advisor's signature*N.A.h.t*

ACKNOWLEDGEMENTS

I am grateful to Reverend Brother Dr.Sirichai Fonseka, Provincial Superior of Saint Gabriel Foundation in Thailand; Reverend Brother Dr.Bancha Saenghiran, Rector of Assumption University for giving me the opportunity and for supporting and encouraging me during the course of Ph. D. program.

I would like to thank all the Brothers of Saint Gabriel for their generosity and cooperation in the data collection. Also, thanks to Dr.Sangob Laksana, the Dean of Graduate School of Education; Dr.Nathara Mhumpiew, the Ph.D. Program Director; Dr.Watana Vinitwatanakhun, my advisor; Assoc. Prof. Dr.Suwattana Eamorapan; Assoc.Prof.Dr.Supit Karnjanapan and all faculty members of Graduate School of Education for their suggestions and encouragement.

I would like to convey my sincere thanks to all the teachers in 11 Saint Gabriel Foundation Schools who participated in this dissertation and the focus group experts for their comments and suggestions.

Finally, my love and gratitude to my deceased parents and my family members who always took care of me in everything till I completed this dissertation.

CONTENTS

	Page
COPYRIGHT.....	ii
APPROVAL.....	iii
ABSTRACT.....	iv
ACKNOWLEDGEMENTS.....	vi
CONTENTS.....	vii
LIST OF TABLES.....	x
LIST OF FIGURES.....	xi

CHAPTER I INTRODUCTION

Background of the Study.....	1
Statement of the Problem.....	4
Research Questions.....	5
Research Objectives.....	5
Theoretical Framework.....	6
Conceptual Framework.....	9
Scope of the Study.....	9
Definitions of Terms.....	9
Significance of the Study.....	11

CHAPTER II REVIEW OF RELATED LITERATURE

Part I The Administrative System of Saint Gabriel Foundation School in Thailand.....	14
Part II Leadership Theories relevant to Educational Leadership.....	22
Part III Related Research.....	55

CHAPTER III RESEARCH METHODOLOGY

Research Design.....	60
Research Instrument.....	61
Population.....	63
Collection of Data.....	65
Data Analysis.....	65
Summary of the Research Process.....	67

CHAPTER IV RESEARCH FINDINGS

Research Findings.....	70
Part I Demographic Information.....	72
Part II The result of data analysis of 11 schools of Saint Gabriel Foundation in Thailand.....	76
Part III The Proposed Development of Leadership Model for Middle Administrators of Saint Gabriel Foundation Schools in Thailand.....	80

CHAPTER V CONCLUSION, DISCUSSION AND**RECOMMENDATIONS**

Conclusion.....	88
Discussion.....	90
Implications.....	94
Recommendations.....	96

REFERENCES	100
-------------------------	-----

APPENDICES

Appendix A: Name of 11 schools in Saint Gabriel Foundation
which are educated in basic education..... 114

Appendix B: Research Questionnaire..... 116

Appendix C: Instrument Validity..... 135

Appendix D: Cronbach Alpha Coefficient..... 138

Appendix E: Focus Group Expert..... 143

BIOGRAPHY 156

LIST OF TABLES

TABLE		Page
1	A Summary of Transformational Leadership Characteristics.....	39
2	Transformational Leader Behaviors.....	41
3	Summary of the major theoretical approaches.....	43
4	The participants from 11 schools.....	64
5	Summary of the Research Process.....	67
6	The returned data from 11 schools.....	71
7	Gender of participants in each school.....	72
8	Age of participants in each school.....	73
9	Level of education of participants in each school.....	74
10	Work Experience in each school.....	75
11	The majority of PNI <small>modified</small> of 11 schools.....	77
12	Ranking of Creative characteristic.....	78
13	Ranking of Courage characteristic.....	78
14	Ranking of Confident characteristic.....	79
15	Ranking of Caring characteristic.....	79

LIST OF FIGURES

FIGURES		Page
1	Conceptual Framework of a Development of Leadership Model for Middle Administrators of Saint Gabriel Foundation Schools in Thailand.....	9
2	Situational Leadership II.....	32
3	A proposed Development of Leadership Model for Middle Administrators of Saint Gabriel foundation schools in Thailand.....	80
4	A Development of Leadership Model for Middle Administrators of Saint Gabriel foundation schools in Thailand.....	82

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, statement of the problem, research objectives, theoretical framework, conceptual framework, definitions of terms, scope and significant of the study.

Background of the Study

Mass education at primary and higher education levels, may require new leadership approaches in order to enhance efficiency and effectiveness. Improved efficiency is needed and can be achieved through management reforms; raising the learner teacher ratio, increasing teachers' time on task, reducing repetition and improving accountability leadership at work in education institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole, 2002). Leadership in the Saint Gabriel Foundation Schools' context pursues effective performance in schools because, it not only examines tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, and remuneration (Balunywa, 2000).

The Saint Gabriel Foundation in Thailand comprises fourteen educational institutes of private schools and a private university, all under the direction of the

Montfort Brothers of Saint Gabriel, a catholic religious congregation of men, dedicated to the education of young people and the service of the poor. The Montfort Brothers of Saint Gabriel has a long history of service to education in Thailand, both through their prestigious schools and university and also through their charitable development projects for the more marginalized elements in Thai society. The Foundation in Thailand is part of a world-wide community, the Montfort Brothers of Saint Gabriel, who base their educational and charitable work on the inspiration of Saint Louis Marie de Montfort (1673 – 1716). He founded them in France toward the end of his life to help him in his priestly ministry and to lead and teach in schools which he set up for the education of the poor. Montfort's spirituality is still central to the work of the brothers today, nearly 300 years later, as they continue to minister to many thousands of people in over 30 countries.

The fundamental characteristics of Montfortian spirituality are based on the spirit of Saint Louis Marie de Montfort himself. The core mission of the brothers is that they are administrators of charity schools, committed to providing education that forms and develops all aspects of their service to young people. Central to these characteristics of Montfort spirituality is the key notion that the brothers work with dedication for "God Alone" and hold firmly to the motto, "Labor Omnia Vincit", where work for others is the guiding principle which overcomes all difficulties. By adopting these characteristics of Montfortian spirituality, the brothers continue to see their leadership role as one of service, especially to the poor and the marginalized.

It might be appropriate, here, to consider the main model of leadership that the brothers and administrators of The Saint Gabriel Foundation Schools in Thailand, adopted from the 1900s foundation years up until 1960s. During these six decades modes of operation within The Saint Gabriel Foundation Schools in Thailand were often based on what would now be termed Instructional Leadership, with very rigid hierarchical and 'top down' approaches to management and very little true consultation with staff about the development of the school. In addition, the Montfort Brothers of Saint Gabriel believed that such a model invariably suited the Thai approach to management, where the deep sense of reverence to those of high status and position in Thai society, reinforced teacher and lecturer acceptance of authoritarian approaches to educational leadership by the brothers alone.

While many religious priests, brothers and sisters made excellent administrators, many more were better suited to the pastoral care of young people and found complete fulfillment in their teaching roles. They did not want nor seek high office within their religious congregations. Just because men and women take religious vows and wear religious habits, it does not necessarily mean they have the administrative skills required for effective leadership in Catholic educational institutes.

When there was a plentiful supply of religious personnel, this was not a great problem; but as the numbers diminished, people were often put in positions of authority and leadership within educational institutes for which, by character,

temperament and innate ability, they were ill suited. This was true of both female and male religious teaching congregations throughout the Catholic world.

Statement of the Problem

School administrators are facing challenges and pressures with the rising expectations for schools related to rapid and constant technological innovation and increasing economic globalization. As countries struggle to transform their educational systems to prepare all young people with the knowledge and skills needed to function in a rapidly changing world, the role and expectations of school leaders have changed radically. They are no longer expected to be merely good managers but also administrators of schools as learning organizations. The effective school administrators are increasingly viewed as key to large-scale education reform in order to improve educational outcomes. This is the reason this study has developed a Leadership Model for Middle Administrators of Saint Gabriel Foundation Schools in Thailand.

However, with the decline in the number of brothers available to take on leadership roles, as previously mentioned, future planning will, of necessity, entail entrusting governance and leadership positions to some lay people. The Saint Gabriel Foundation in Thailand, therefore, will have to adopt a development model of Educational Leadership that takes serious account of this pressing reality. It is within the overall context that the researcher have briefly outlined, that this study of a development model of leadership is presented.

Research Questions

1. What are the most desirable leadership characteristics of middle administrators of Saint Gabriel Foundation Schools in Thailand?
2. What are the leadership characteristics of middle administrators of Saint Gabriel Foundation Schools in Thailand?
3. What are developments needs for leadership characteristics of middle administrators of Saint Gabriel Foundation Schools in Thailand?

Research Objectives

In order to develop educational leadership model for middle administrators of Saint Gabriel Foundation Schools in Thailand, the objectives of the study are outlined below.

1. To identify the most desirable leadership characteristics of middle administrators of Saint Gabriel Foundation Schools in Thailand.
2. To explore the leadership characteristics of middle administrators of Saint Gabriel Foundation Schools in Thailand.
3. To develop a model to enhance leadership of middle administrators of Saint Gabriel Foundation Schools in Thailand.

Theoretical Framework

This study is interested in exploring the leadership styles of middle administrators working in the Saint Gabriel Foundation Schools in Thailand. This study considered the following theories and concepts as a theoretical framework. They were The Path-Goal Theory, Transformational, Trait Theory. They were used as a basis for both developing questionnaire, surveying and developing the model.

1, Path-Goal Theory attempts to explain how a leader guides subordinates to accomplish designated

goals, path goal theory first appeared in the leadership literature in the early 1970s in the works of

House and Mitchell (1974) describe four styles of leadership:

- a) **Supportive leadership:** Considering the needs of the followers and showing concern for their welfare whilst creating a friendly working environment.
- b) **Directive leadership:** Telling followers what needs to be done and giving appropriate guidance along the way.
- c) **Participative leadership:** Consulting with followers and taking their ideas into account when making decisions and taking particular actions.
- d) **Achievement-oriented leadership:** Challenging goals are set, both in work and in self-improvement (and often together).

Path goal theory emphasizes the relationship between a leader's style and the characteristics of subordinates and the work setting. Path goal theory was developed to explain how leaders motivate subordinates to be productive and satisfied with their work. It is a contingency approach to leadership because effectiveness depends on the

fit between a leader's behavior and the characteristics of subordinates and the subordinates' task (House, 1996).

2, Transformational Theory

Burns (1978) introduced the concept of transformational leadership, describing it as not a set of specific behaviors but rather a process by which "leaders and followers raise one another to higher levels of morality and motivation". He stated that transformational leaders are individuals that appeal to higher ideals and moral values such as justice and equality and can be found at various levels of an organization.

The Components of Transformational Leadership. Bass (1985).

suggested that there were four different components of transformational leadership.

1. **Intellectual Stimulation** – Transformational leaders not only challenge the status quo; they also encourage creativity among followers. The leader encourages followers to explore new ways of doing things and new opportunities to learn.
2. **Individualized Consideration** – Transformational leadership also involves offering support and encouragement to individual followers. In order to foster supportive relationships, transformational leaders keep lines of communication open so that followers feel free to share ideas and so that leaders can offer direct recognition of each follower's unique contributions.
3. **Inspirational Motivation** – Transformational leaders have a clear vision that they are able to articulate to followers. These leaders are also able to help followers experience the same passion and motivation to fulfill these goals.

4. **Idealized Influence** – The transformational leader serves as a role model for followers. Because followers trust and respect the leader, they emulate this individual and internalize his or her ideals.

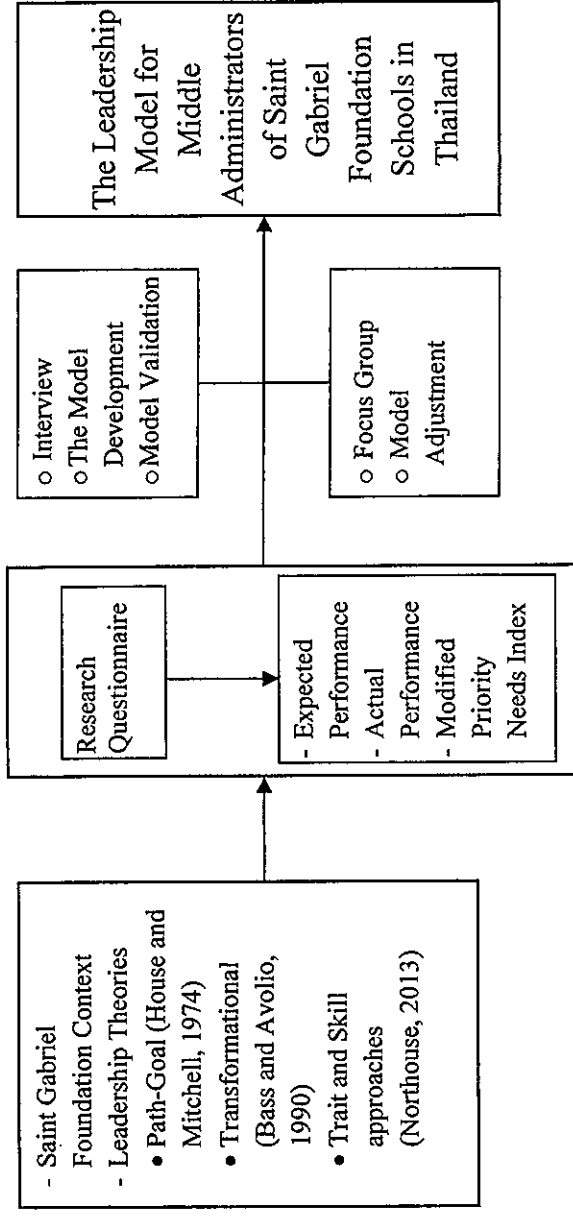
3, Trait Theory

Stogdill (1974) identified traits that were positively associated with leadership. The list included the following 10 characteristics.

- 1) drive for responsibility and task completion. 2) vigor and persistence in pursuit of goals. 3) risk taking and originality in problem solving. 4) drive to exercise initiative in social situations. 5) self-confidence and sense of personal identity. 6) willingness to accept consequences of discussion and action. 7) willingness to tolerate frustration and delay. 8) readiness to absorb interpersonal stress. 9) ability to influence other people's behavior 10) capacity to structure social interaction systems to the purpose at hand.

Conceptual Framework

Figure 1: Conceptual Framework of a Development of Leadership Model for Middle Administrators of Saint Gabriel Foundation Schools in Thailand.



Scope of the Study

In this study the researcher is interested in examining the attitudes, aspirations and development of leadership model for middle administrators in assuming leadership responsibilities, at lower secondary education and upper secondary education of 11 Saint Gabriel Foundation Schools in Thailand and in eight core-curriculum subject areas.

Definitions of Terms

Middle Educational Leader Model: A process devised for schools that combines theories, structures and practices in order to provide a stimulus and a catalyst for staff to reflect upon and operate in new ways of leadership in schools.

Leadership characteristics: a distinguishing quality, attribute, or trait including the activities engaged in by the leader, including his or her approach, that relate to his or her effectiveness. The following are characteristics of a leader as proposed as main variables for the study.

Courage: act or do something because it is right, correct, and necessary, even if it is difficult, unpopular, or distasteful to implement, informs others if they do something not appropriate or not right, tells others what he/she thinks not what they want to hear, identifies frustrating behaviors of others, and asks for advice when facing problems.

Confident: the ability to be certain about one's competencies and skills. It includes a sense of self-esteem and self-assurance and the belief that one can make a difference. Leadership involves influencing others, and self-confidence allows the leader to feel assured that his or her attempts to influence others are appropriate and right.

Creative: rethinking design, creating new value is perhaps the most important behavior for the long-term health of an organization, also include builds an ideas of others, changes his/her ways of working, searches for news information, not using the existing information, and has different ideas respectively.

Caring: notice what their people are doing, and not just what they're doing "right" or "wrong", understand how everything that each team member does relates to the team's mission, goals and standards for performance. It includes knowing strengths and weakness of others to help them develop or improve, pays consideration to others.

Middle Administrators: Teachers with positions of responsibility within schools for a specific curriculum or pastoral area and who have a supervisory role for several other teachers.

Saint Gabriel Foundation in Thailand: A federation of schools, colleges and an international university under the direction of the Montfort Brothers of Saint Gabriel, a catholic religious order of men.

Lower Secondary Education : The term for Thai Mathayom 1 to 3 levels of post-primary education, (Grades 7 to 9).

Upper Secondary Education : The term for Thai Mathayom 4 to 6 levels of post-primary education, (Grades 10 to 12).

Significance of the Study

The researcher intends to develop a Leadership Model for Middle Administrators of Saint Gabriel Foundation Schools in Thailand.

The model of this research seeks:

1. To assist colleagues develop a sustainable professional development culture within Saint Gabriel Foundation Schools in Thailand in partnership with the brothers and their lay collaborators in cooperative leadership roles.
2. To generate a sense of ownership among colleagues through enhancing teacher development, so that leaders give all members of staff participative roles in the organization and management of Saint Gabriel Foundation Schools in Thailand.

3. To create a deeper understanding of the Montfort Brothers of Saint Gabriel traditions and culture so as to involve not only brothers, teachers and students, but also parents, alumni and the wider community.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews related leadership theories and previous studies. As the objectives of the study are:

1. To identify the most desirable leadership characteristics of middle administrators of Saint Gabriel Foundation Schools in Thailand.
2. To explore the leadership characteristics of middle administrators of Saint Gabriel Foundation Schools in Thailand.
3. To develop a model to enhance leadership of middle administrators of Saint Gabriel Foundation Schools in Thailand.

This chapter is divided into three parts as follows:-

- Part I: The Administrative System of Saint Gabriel Foundation Schools in Thailand
- Part II: Leadership Theories relevant to Educational Leadership
- Part III: Related Research

Part I

The Administrative System of Saint Gabriel Foundation Schools in Thailand

The Montfort Brothers of Saint Gabriel have been present in Thai education since 1901 when they took over their first educational institution at Assumption College, Bangkok, as a school for orphan boys. They soon gained a reputation for educational excellence, especially for the teaching of subjects in English, and their work broadened to include students from middle-class and upper-class families, with further schools in Bangkok, such as Saint Gabriel's and in Chiangmai with Montfort College. Schools were founded in other provinces so that the number now totals 14 educational institutes. These also include Assumption Commercial College and Assumption University. The brothers continue to be faithful to the service of the poor and the marginalized with special projects for hill-tribe people and the non-fee paying Assumption Technology School in Nakhon-Phanom, where young people from poor backgrounds are trained in trades such as mechanical and electrical engineering. Within their fee-paying institutes they seek to instill within all students, including those from wealthy backgrounds, principles of dignity and respect, coupled with purposeful concern and non-political social action for the poor and the marginalized, though values education and through the service projects that are an integral part of the out-reach and community work of all students, teachers and brothers in each one of their institutes.

Schools

The 11 schools (with their years of establishment) that are included in the study comprise:

1885	Assumption College, Bangkok
1920	Saint Gabriel's College, Bangkok
1932	Montfort College, Chiangmai
1944	Assumption College Sriracha, Chonburi
1948	Saint Louis College, Chachoengsao
1958	Assumption College Lampang
1961	Assumption College Thonburi, Bangkok
1963	Assumption College Rayong
1965	Assumption College Ubonratchathani
1967	Assumption College Nakhonratchasima
1979	Assumption College Samutprakarn

Vision

The Saint Gabriel Foundation is an educational institute which has a significant place at the international level and serves society according to the spirituality of Saint Louis Marie de Montfort.

Mission

1. To promote, support and develop the educational management of the Saint Gabriel Foundation schools so that they attain to global quality.

2. To support through educational funding Saint Gabriel Foundation personnel and also the less fortunate in society.

3. To co-operate with other charitable organizations for the common good.

4. To develop the administrative and management systems of the Saint Gabriel Foundation in order to attain greater efficiency and effectiveness.

5. To promote, support and develop the professionalism of Saint Gabriel Foundation personnel.

6. To promote and support human rights, justice and peace in the Saint Gabriel Foundation and in its schools.

Goals and Objectives

Fundamental to all these educational undertakings are the goals and objectives which the brothers adhere to, namely:

Goals

1. Development of students as whole persons in body development, intelligence development, emotional development and psychological development in an atmosphere of love.

2. Cultivate patriotism, religion and monarchy, lifestyle of people in a democracy, maintain Thai culture and traditions.

3. Emphasize on excellent academic standards and put these into practice, e.g. language, mathematics and science which will help students to have skills and reasonable, logical thinking, self-discipline and have a panoramic view; know how to make use of technology and local knowledge in order to develop better environment and a good quality of life in a social setting.

4. Emphasize on cultivating expectations of right conduct to each other and be united to develop local community in which we are living by studious endeavors. Understand civilization and the cultural heritage of our own community and other nations, as a guide to promote peace and mutual understanding among humanity.

Objectives

Involvement and promotion of Saint Gabriel Foundation in Thailand and initiatives to set up a new school for education advancement.

1. Free education for orphan children and teacher education.
2. Cooperation with other charitable organizations for the public good.
3. Non-involvement in any political action.

Current Leadership Trends

Yet such high-minded ideals have practical consequences for the current leadership within the Saint Gabriel Foundation, especially in terms of personnel. For the past 110 or so years, the administration and leadership of the Saint Gabriel Foundation educational institutes in Thailand, have been drawn almost exclusively, from within the Brothers of Saint Gabriel. However, with the current prospect of future long-term shortage in the number of available brothers for leadership roles,

there are serious ramifications with regard to the future governance and leadership of these institutes.

There are not enough brothers at present working in the congregation. Many of these are at retirement or near retirement age and there is little prospect of the number of new brothers dramatically increasing in the foreseeable future. This is a pressing issue, but is not a matter of immediate or catastrophic urgency. That the number of new brothers is not large, is certain but that this number is sufficient for the present governance of schools is less certain.

Before considering a future development model of educational leadership, it might be useful to give an overview of the way certain leadership styles have impacted historically on educational institutes within the Saint Gabriel Foundation in Thailand. The development model for the schools of the Saint Gabriel Foundation in Thailand will be largely based on leadership; its theory and its practice.

This researcher believes that this the most appropriate way to heal the errors of the past, cope with present realities and unlock the latent potential for the future development of leadership within Saint Gabriel Foundation schools in Thailand.

A model is therefore proposed which best offers a truly ethical foundation to the brothers' work and one which most closely corresponds to Montfortian educational ideals. The researcher will also demonstrate the leadership model's proven track record based upon earlier educational studies which indicate its suitability for adoption and adaption by the Saint Gabriel Foundation in Thailand.

This will hold good, not only for the leadership roles of the Brothers of Saint Gabriel but also for those of the lay staff who combine Montfortian ideals with genuine leadership aspirations and potential.

Lay Participation

The required model of educational leadership makes present and future brothers comfortable with sharing leadership with lay people and creates points of access for lay people themselves to become fully involved. This will offer great challenges if the devising and implementing of such a model is to be successfully accomplished.

Lay people, both catholic and non-catholic, have always played an important role in the schools, colleges and the university of the Saint Gabriel Foundation in Thailand, as teachers, lecturers, professors and in certain administrative positions. The governance of these educational institutes however, has remained under the direct and almost exclusive control of the Gabrielite brothers themselves.

In general, right up until the 1990s, directors and principals of Saint Gabriel Foundation Schools in Thailand were often moved from one institution to another after a period of only one to three years. This gave little stability to the overall governance of the schools. In some exceptional instances, the brothers in charge were little more than figureheads with the real power in well-established local cliques within individual schools. This led to opportunism, and corruption in certain instances. It took very strong leadership interventions to restore the equilibrium.

Innovations along the Transactional Leadership model were attempted in certain schools where the clerical or religious school directors were at one remove and the principals' roles in the schools were in lay hands. These innovative schemes of active lay participation were only partially successful. The transactional nature of the lay leaderships often led to a breakdown of trust. The principals did not keep to their part of the 'bartering' contract. The clergy and religious order often had to move in to restore and implement much more interventionist leadership roles within the schools. This made religious congregations very wary of trusting too much in lay leadership capacity. The lay principalship in many instances did not appear to be sufficiently infused with the gospel ethos of 'authority as service' or sufficiently immune to the self-serving interest of 'financial irregularities'.

Moreover, such an approach within Gabrielite education had persisted well into the 1980s because most brothers accepted this model. It was, after all, the authoritarian way obedience structures existed at that time within the brotherhood itself, and indeed within the vast majority of catholic religious congregations. It was therefore only natural that leadership in the Montfort Brothers of Saint Gabriel educational institutes reflected this authoritarian and hierarchical style of Instructional Leadership.

The 1960s and 1970s were a time of massive transition for the Catholic Church worldwide and consequently, for the Brothers of Saint Gabriel Foundation in Thailand. New ways of thinking about the nature of religious belief and practice were introduced by Vatican II. This Council of the Catholic Church (1962 – 1965) also

brought with it great changes to ideas of religious vocation. It was, in addition, a time of considerable expansion in the number of The Saint Gabriel Foundation Schools in Thailand. These included four new schools; Assumption College Thonburi (1961), Assumption College Rayong (1963), Assumption College Ubonratchathani (1965), and Assumption College Nakhonratchasima (1967) and also the establishment of Assumption University (1969) as a separate entity.

The 30th General chapter reiterates the same call and invites them, “to innovate in our specific mission field” and “to promote collaboration and networking activities between our Institutions and between our Provinces” (GC 30, 35).

Taking on leadership roles as examples of active participation is regarded as a critical factor in the initiation and implementation of the transformations in any organization. This is also true of the schools of the Saint Gabriel Foundation in Thailand. If leadership wants to engender a positive ethos on individuals, teams, and organizations, both practitioners and researchers have argued that earlier leadership paradigms such as directive versus participative leadership, consideration versus initiating structure, autocratic versus democratic leadership, and task versus relations-oriented leadership should be broadened (Avolio & Bass, 1995). With respect to the management of transformation processes in organizations, there is a strong need for leaders who are more change-centered. These leaders place value on the development of a clear vision and inspire followers to pursue the vision. In this way they provide a strong motivational force for change in followers. Anderson and King (1993) also concluded that besides a participative leadership style, a clear vision or mission is

more likely to foster innovation. Leaders who enhance followers' confidence and skills to devise innovative responses, to be creative, and to take risks, can also facilitate the change over processes in organizations.

Resulting from this, a paradigm shift occurred in the past decade with the emergence of "new leadership" theories such as transformational and charismatic leadership (Bryman, 1992). Although the terms "charisma" and "transformational leadership" are often used interchangeably, Bass makes a distinction between them, with charisma forming a sub-dimension of transformational leadership (Bass & Avolio, 1993). As promoters of change, transformation leaders elicit performance beyond expectations by instilling pride, communicating personal respect, facilitating creative thinking, and providing inspiration.

Part II

Leadership Theories relevant to Educational Leadership

The traditional organizational theory, based on a top-down management style of a principal, has often become the target of criticism because of its lack of teacher and community support and consequently lack of effectiveness. Within the bureaucratic framework of the traditional educational organization, participation and creativity were discouraged. Limited room remained for subordinates to participate in the decision-making processes. To be effective and successful, a principal has to utilize a democratic decision-making process, and move away from the autocratic to a more democratic style of leadership. (Leithwood, 1992) According to Nahavandi

(2003), the root of modern leadership theory study can be traced back to the western industrial revolution at the end of the 19th century; as a result, much of the available literature about leadership theory comes from the west. For this reason, the researcher has followed western definitions and theories of leadership to do this study.

Leadership Defined

Annabel (2009) said Leadership is a relation activity where an individual (s) guide (s) or direct (s) others (followers) to attain an objective or goal.

Northouse (2010) said leadership has been conceptualized, the following components can be identified as central to the phenomenon:

- 1) Leadership is a process
- 2) Leadership involves influence
- 3) Leadership occurs in groups
- 4) Leadership involves common goals

Based on these components, the following definition of leadership is used in this text: Defining leadership as a process means that it is not a trait or characteristic that resides in the leader, but rather a transactional event that occurs between the leader and the followers. Process implies that a leader affects and is affected by followers. It emphasizes that leadership is not a linear, one-way event, but rather an interactive event. When leadership is defined in this manner, it becomes available to everyone. It is not restricted to the formally designated leader in a group.

Leadership involves influence. It is concerned with how the leader affects followers. Influence is the sine qua non of leadership. Without influence, leadership does not exist.

Leadership occurs in groups. Groups are the context in which leadership takes place. Leadership involves influencing a group of individuals who have a common purpose. This can be a small task group, a community group, or a large group encompassing an entire organization. Leadership is about one individual influencing a group of others to accomplish common goals. Others (a group) are required for leadership to occur. Leadership training programs that teach people to lead themselves are not considered a part of leadership within the definition that is set forth in this discussion.

Leadership includes attention to common goals. Leaders direct their energies toward individuals who are trying to achieve something together. By common, we mean that the leaders and followers have a mutual purpose. Attention to common goals gives leadership an ethical overtone because it stresses the need for leaders to work with followers to achieve selected goals. Stressing mutuality lessens the possibility that leaders might act toward followers in ways that are forced or unethical. It also increases the possibility that leaders and followers will work together toward a common good.

Northouse (2010) defined leadership as a process by which an individual influences a group of individuals to achieve a common goal. It involves influence, occurs in groups and includes attention to common goals. There are more than one hundred different disciplines in the field of leadership and management studies. Bush

(1995) contended with leadership and management in academic situations which identify relevant theories in the context. Ramsden (1998) focused upon transformational leadership, recognizing opportunities for change in practice, and the importance of supporting staff's learning and development in a dynamic and changing setting. Goleman (2000) outlined the impact of different styles of leadership on organizational change which related to high level strategy in educational change.

Contemporary educational organizations will continue to face uncertainties and complexities which stem from an unstable post-industrial society where old assumptions have to gradually give way to new ones. In this ever-changing environment, we will need leaders who understand these underlying driving forces and have a vision of what educational organizations can become.

In reviewing the literature of leadership theories, models, and practices much has been written on the subject of leadership over the past several decades. Many journal articles, textbooks, books, and other publications have come about as a result of leadership research. In performing the literature review, the researcher found an evolution of thought of what a leader is, what their traits are, and what their behaviors are. These areas of developmental thought are brought out in the literature.

Through the many studies conducted on individual traits, it is clear that many traits contribute to leadership. Some of the important ones consistently identified in these studies are intelligence, self-confidence, integrity, and sociability. Some of the research that has identified these traits are: Implicit Leadership Theory, Servant Leadership, Transactional and Transformational Leadership.

The style approach is very different from the trait approach. The style approach emphasizes behavior of the leader (Fleishman & Hunt, 1973). This research will also focus on a leader's developmental mindset and behavior. Researchers studying the style approach determined that leadership is composed essentially of two general types of behaviors: task behaviors and relationship behaviors. How leaders combine these two types of behaviors to influence others is the central purpose of the style approach, which originated from two different lines of research: The Ohio State University and the University of Michigan studies (Stogdill, 1974).

The style approach is not a refined theory that provides a neatly organized set of prescriptions for effective leadership behavior. Rather, the style approach provides a valuable two-dimensional (task-relationship) framework for assessing leadership behavior. Finally, the style approach reminds leaders that their impact on others occurs along both dimensions (Fleishman & Hunt, 1973).

The Path-Goal Theory

This theory of leadership was developed to describe the way that leaders encourage and support their followers in achieving the goals they have been set by making the path that they should take as clear and unobstructed as possible (House and Mitchell, 1974).

The main strands of the theory require that leaders:

- Clarify the path so that subordinates know which direction to go.
- Remove roadblocks that are stopping them from getting to that destination.
- Increase the rewards along the route.

Leaders can either take a strong or limited approach to these. In clarifying the path, they may be directive or merely give vague hints. In removing roadblocks, they may scour the path themselves, or help the follower to move the bigger blocks. In increasing rewards, they may give occasional encouragement or pave the way with gold.

These variations in approach will depend on the situation, including the capability and motivation of followers, as well as the difficulty of the job itself and other contextual factors.

House and Mitchell (1974) describe four styles of leadership:

a) Supportive leadership

Considering the needs of the followers and showing concern for their welfare whilst creating a friendly working environment. This includes increasing the follower's self-esteem and making the job more interesting. This approach is best suited to contexts where the work is stressful, boring or hazardous.

b) Directive leadership

Telling followers what needs to be done and giving appropriate guidance along the way. This includes giving them schedules of specific work to be done at specific times. Rewards may also be increased as needed and role ambiguity decreased by telling them what they should be doing.

This may be used when the task is unstructured and complex and the followers are inexperienced. This increases the follower's sense of security and control of the follower and hence is appropriate to the situation.

c) Participative leadership

Consulting with followers and taking their ideas into account when making decisions and taking particular actions. This approach is best adopted where the followers are expert and their advice is both needed and they expect to be able to give it.

d) Achievement-oriented leadership

Challenging goals are set, both in work and in self-improvement (and often together). High standards are demonstrated and expected. The leader shows faith in the capabilities of the follower to succeed. This approach is best used when the task is complex (Northouse, 2010).

Path goal theory attempts to explain how a leader guides subordinates to accomplish designated goals.

Contingency Theory

Represents a shift in leadership research from focusing on the leader to looking at the leader in conjunction with the situation in which the leader works (Fiedler, 1978). To measure leadership style, a personality measure called the least preferred coworker (LPC) skill is used. Contingency theory suggests that a leader's effectiveness depends on how well the leader's style fits with the context. To understand the performance of leaders, it is essential to understand situations in which they lead. Effective leadership is contingent on matching a leader's style to the right setting (Fiedler, 1978). The LPC assesses situations in which leaders work and whether or not they are effective. Contingency theory is widely used in organizations and gets mixed reviews from users and theorists, but it does not explain how a leader

develops or can develop the followers to achieve high-performance through innovative solutions yielding growth.

Situational Leadership Theory

The study of leadership can be traced back to classical scholars of the early 20th century such as Weber (1947) & Taylor (1911). They viewed the organization as a rational entity and emphasized efficiency and productivity by clearly defining goals and rules for subordinates to follow. This scientific and bureaucratic view of an organization was challenged by Taylor (1911), then a professor of industrial research at the Harvard Business School. He argued that human beings were not machines and not always rational, and he believed that in order to lead a group effectively, the leader should take human needs as well as social relations into consideration. Maslow's Hierarchy of Needs Theory further expanded the needs into a hierarchy of parameters for motivation during different stages (Maslow, 1954).

The Ohio Leadership Study (Stogdill, 1948) showed a two dimensional structure of leadership behavior together with a corresponding scale of consideration: An initiating structure (from low to high) and consideration (from low to high).

With these two dimensions, the four quadrants of leadership styles were developed:

- a) Low structure and low consideration...
- b) High structure and low consideration.
- c) High consideration and low structure.
- d) High structure and high consideration.

Relating concern with task orientation is equally important for an effective leader (Stogdill, 1948). Reddin added a third dimension to measure leader's effectiveness (Reddin, 1967).

Hersey and Blanchard (1969) developed the Tri-Dimensional Leader Effectiveness Model of Leadership that was quite similar to Reddin's 3-D Theory of Leadership. Hersey and Blanchard made an important further contribution by taking the level of follower's maturity in to consideration in determining leader effectiveness. Hersey and Blanchard recognized the critical factor of follower's maturity in a given situation to accomplish the task. The theory was first named 'Life Cycle Theory of Leadership' an analogy to the life cycle from infancy to adulthood. The leadership style would vary from situation to situation, depending on the different development stages of the followers (Hersey & Blanchard, 1969). The theory is also contingent with the task in a specific time frame. It was therefore renamed Situational Leadership Theory.

According to Situational Leadership Theory, there is no single best influential style that fits all situations. The desire to have a single ideal type of leader behavior seems unrealistic in a school context. The principal's behavior patterns or leadership styles should differ, depending on many factors including: specific tasks, teacher maturity level, community support, the size of the school, and the socio-economic status of the school.

Task behavior is the extent to which leaders are likely to organize and define the roles of the followers. Leaders explain what activities each individual is to undertake, and then when, where, and how tasks are to be accomplished,

characterized by the leader endeavoring to establish well-defined patterns of organization, channels of communication, and ways of getting jobs accomplished.

Relationship behavior is the extent to which leaders are likely to maintain personal relationships between themselves and their followers by opening up channels of communication, providing socio-emotional support, psychological strokes, and facilitating behaviors.

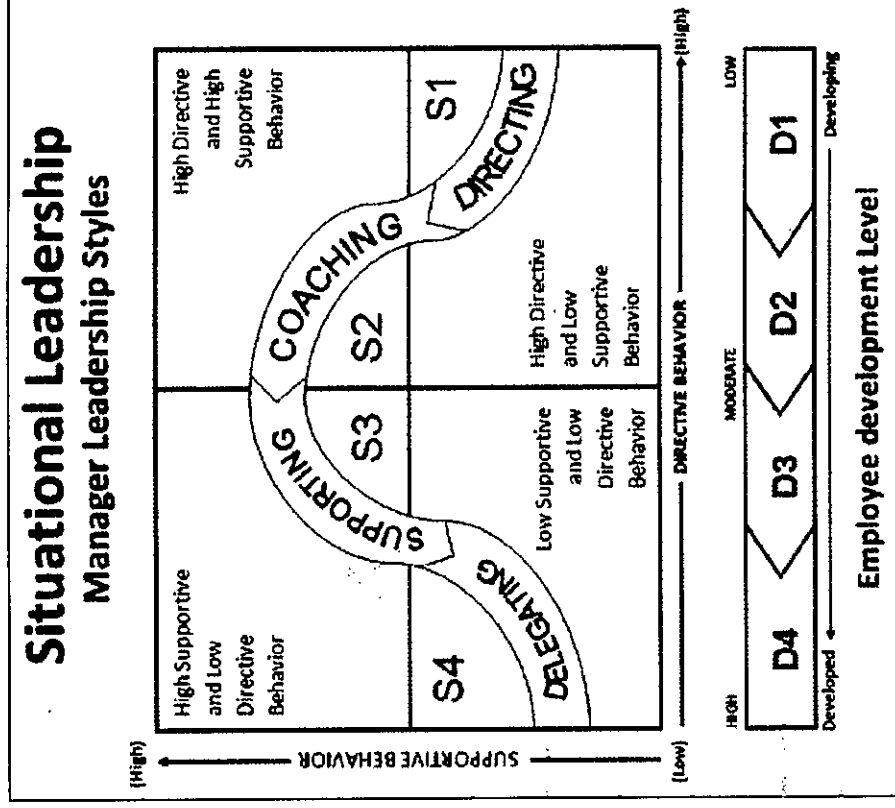
An effective leader will choose an appropriate style in a given situation, and vice versa. It is termed effective when the style of a leader matches the environment; it is termed ineffective when the style of a leader is inappropriate to the environment. In fact the difference between the effective and the ineffective styles is not the actual behavior of a leader but the appropriateness of this behavior with respect to the environment. Environment and situation are interchangeably used in the Situational Leadership Theory. The leader's ability to diagnose the environment and develop the adaptability to the changing environment is the key to an appropriate leadership style.

The leader depends heavily on the maturity level of his/her follower(s) in any given situation. The follower maturity level varies from 'low' to 'moderate', and 'moderate' to 'developed'. Figure 2 illustrates the clear distinction between four different styles of leadership, ranging from directing, coaching, supporting to delegating. The bell-shape curve moves concurrently with the growth of the follower's maturity level (Zigarmi, Edeburn, and Blanchard 1993). The descriptions of the four leadership behaviors are:-

- a) Directing (S1): providing specific instructions and closely supervising performance;

- b) Coaching (S2): explaining decisions and providing opportunity for clarification;
- c) Participating (S3): sharing ideas and facilitating in making decisions;
- d) Delegating (S4): turning over responsibility for decisions and implementation.

Figure 2: Situational Leadership II



Source: from leadership and the One Minute Manager: Increasing Effectiveness Through Situational Leadership, by K. Blanchard, P Zigarmi, and D. Zigami, 1985, New York: William Morrow. Used with permission.

The key to a leader's effectiveness is the ability to identify the maturity level of the follower(s) and to determine which appropriate leadership style to adopt. In *Management of Organizational Behavior: Utilizing Human Resources* (Hersey & Blanchard, 1982), the authors emphasized that human resource is the most valuable resource and therefore helping to develop follower(s) readiness, willingness, and commitment to a task has become a primary challenge for a leader.

Trait Approach

Of interest to scholars throughout the 20th century, the trait approach was one of the first systematic attempts to study leadership. In the early 20th century, leadership traits were studied to determine what made certain people great leaders.

Stogdill (1974) identified traits that were positively associated with leadership. The list included the following 10 characteristics.

- 1) drive for responsibility and task completion.
- 2) vigor and persistence in pursuit of goals.
- 3) risk taking and originality in problem solving.
- 4) drive to exercise initiative in social situations.
- 5) self-confidence and sense of personal identity.
- 6) willingness to accept consequences of discussion and action.
- 7) willingness to tolerate frustration and delay.
- 8) readiness to absorb interpersonal stress.
- 9) ability to influence other people's behavior
- 10) capacity to structure social interaction systems to the purpose at hand.

Kirkpatrick and Locke (1991) postulated that leaders differ from nonleaders on six traits. 1) Drive 2) motivation 3) integrity 4) confidence 5) cognitive ability 6) task knowledge

Zaccaro, Kemp and Bades (2004) included such social abilities in the categories of leadership traits in 1) Cognitive abilities 2) Extroversion 3) Conscientiousness 4) Emotional stability 5) Openness 6) Agreeableness 7) Motivation 8) Social intelligence 9) Self-monitoring 10) Emotional intelligence 11) Problem solving

Skills Approach

The skills approach takes a leader centered perspective on leadership. However, in the skills approach we shift our thinking from focus on personality characteristics, which usually are viewed as innate and largely fixed, to an emphasis on skills and abilities that can be learned and developed. Although personality certainly plays an integral role in leadership, the skills approach suggests that knowledge and abilities are needed for effective leadership.

Katz (1955) suggested that effective administration depends on three basic personal skills.

1. Technical skill is knowledge about and proficiency in a specific type of work or activity. It includes competencies in a specialized area, analytical ability, and the ability to use appropriate tools and techniques.
2. Human skill is knowledge about and ability to work with people. It is quite different from technical skill, which has to do with working with things. Human skills are "people skills". They are the abilities that help a leader to work effectively with subordinates, peers, and superiors to accomplish the organization's goals.

3. Conceptual skills are the ability to work with ideas and concepts. Whereas technical skills deal with things and human skills deal with people, conceptual skills involve the ability to work with ideas. A leader with conceptual skills is comfortable talking about the ideas that shape an organization and the intricacies involved.

Transactional Leadership Theory

The transactional style of leadership was first described by Weber (1947) and then by Bass (1985). This is the style most often used by managers. It focuses on the basic management process of controlling, organizing, and short-term planning. The famous examples of leaders who have used transactional technique include senator McCarthy and general de Gaulle.

Transactional leadership for Burns, on the other hand, is considered as the opposite of transformational leadership (Bass, 1995; Yukl, 1998). The introduction of transactional leadership by Burns is seen as a way to differentiate ordinary (transactional) from extraordinary (transformational) leaders. According to Burns (1978), “leaders [who] approach followers with an eye toward exchanging” are considered as transactional leaders. Transactional leadership therefore refers to the exchange between leaders and their followers (Bass, 2008; Leithwood, Jantzi & Steinbach, 1998; Northouse, 2004; Yukl, 1998). Burns (1978) defines this exchange as economic, political or psychological in nature. In addition, Burns believes that the relationship between the leader and the follower revolves around the bargaining process and the maintenance of it. Burns (1978) also argues that as a result, this puts a

limit on this leadership approach which does not attempt to push the leader-subordinate relationship beyond bargaining, contracts and exchange. Burns (as cited by Bass, 2008) adds that the exchange between leaders and followers is aimed at satisfying their (leaders and followers) own self-interests. Therefore, the exchange dimension of transactional leadership is very common and can be observed at many levels throughout all types of organizations. The notion of exchange as characterized by Burns (1978) "could be economic or political or psychological in nature: a swap goods for money; a trading of votes between candidate and citizen or between legislators; hospitality to another person in exchange for willingness to listen to one's trouble". Burns argues that this form of leadership is morally weak (Northouse, 2004). This is because transactional leaders are motivated simply by people's wants and needs; therefore it fails to foster and maintain a genuine relationship between the leader and follower (Price, 2008).

A transactional leader's main objective is to organize and direct activities which maintain the operation, and obtain those resources needed to perform effectively in order to achieve the goals (Hollander, 1978). Bass & Riggio (2006) mentioned that in most situations, transactional leadership can be very effective because the contingent reward behaviors provide a solid foundation for effective leadership. However, it could be negatively related to institutional research performance of academics in higher education as it addresses the daily operation of the faculty.

Now, the idea of effective leadership has changed from measuring work and utilizing the right person in the most efficient role, into active involvement of the followers to achieve the organizational goals. In higher education institutions effective academic leadership can be viewed as a collaborative effort among the group members in a competitive environment, Ramsden (1998), and academic leaders can be considered as 'brokers' of time and relationships in the rapidly changing environment of higher education (Krahenbuhl, 2004). This can also be applied to a school context, particularly at the upper secondary level.

Suppositions of Transactional Theory

- a) Employees are motivated by reward and punishment.
- b) The subordinates have to obey the orders of the superior.
- c) The subordinates are not self-motivated. They have to be closely monitored and controlled to get the work done from them.

Implications of Transactional Theory

Transactional leaders over emphasize detailed and short-term goals, and standard rules and procedures. They do not make an effort to enhance followers' creativity and the generation of new ideas. This kind of a leadership style may work well where the organizational problems are simple and clearly defined. Such leaders tend not to reward or to ignore ideas that do not fit with existing plans and goals.

Transformational leadership is an encompassing approach that can be used to describe a wide range of leadership processes, from specific intentions to influence followers on a one-to-one level to a broad attempt to influence organizations

and even entire cultures. Although a transformational leader plays a pivotal role in precipitating change, followers and leaders are inextricably bound together in the transformation process (Bass & Avolio, 1990).

Transformational Leadership Theory

The term Transformational Leadership was introduced in 1978 by James MacGregor Burns who developed the initial ideas of transformational leadership in a political context. He identified it as a process where; "one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality". In this analysis of political leaders, his conclusions centered on the differences between management and leadership. He emphasized the two basic concepts of "transactional" and "transformational" leadership.

According to Burns (1978), the transforming leader looks for potential motives in followers, seeks to satisfy their higher needs, and engages the full abilities of the follower.

The result of this leadership is a mutual relationship that converts followers to leaders and leaders into moral agents. Burns' position is that leaders are neither born nor made; instead, leaders evolve from a structure of motivation, values, and goals. This form of leadership seeks to "raise the level of human conduct and ethical aspiration of both the leader and led, and thus it has a transforming effect on both.

Bass (1985) further refined Burns' work and introduced the theory of Transformational Leadership into the organizational context. Transformational leadership behaviors go beyond transactional leadership and motivate followers to

identify with the leader's vision and also sacrifice their self-interest for that of the group or the organization.

Table 1: A Summary of Transformational Leadership Characteristics

Bass (1985)	Kouzes & Posner (1995)	Leithwood (1994)	Ramsden (1998)
Idealized influence/charisma	Challenge the process	Identifying and building a vision, and creating shared meanings	Vision, strategic action, planning and managing resources
Inspiration motivation	Inspiring shared vision	High-performance expectations	Enabling, inspiring, motivating and directing
Individualized consideration	Modeling the way	Individual support and providing an appropriate model	Recognizing, developing, and assessing performance
	Encourage the heart	Build collaborative structure	

Source: Bass (1995), Kouzes & Posner (1995), Leithwood (1994) and Ramsden (1998)

Through the research in the field of leadership, Tichy & Devanna (1986) identified certain characteristics of transformational leaders as follows:

- a) Qualities of the agents of change. Transformational leaders create adaptive entrepreneurial, innovative and flexible organizations. Their personal and professional image makes it possible for them to successfully lead people in such an environment.

b) Courage. Transformational leaders are ready and able to assume an appropriate attitude, to take a risk and face the status quo in the organization. Their intellectual abilities allow them to face the reality, even though it is not pleasant.

c) Openness and faith in the followers. In the relationship with followers, transformational leaders are open and sincere and ready to give confidence when required.

d) Lead by values. Transformational leaders formulate a set of essential values, which are to be achieved, and show behavior, which is in accordance with the values Life-long learning. Transformational leaders try to draw a lesson from their own experience for some future situations.

e) Ability to face the complex, ambiguous and uncertain situations. Transformational leaders are ready to face almost every situation they find themselves in.

f) Visionary abilities. Transformational leaders are good visionaries. They have an ability to envision a future state, to articulate successfully that state and communicate that vision with the followers.

Transformational Leadership Theory supported this study as it related to innovation in terms of building the appropriate climate for innovation. It strove to inspire innovative behaviors of followers while making necessary changes of how to do things in new ways to achieve innovative performance. If leaders are developed to possess the specific behaviors of transformational leaders suitable for innovation, they

are able to lead followers into the innovation path by being a role model, motivating them and challenging them while taking care of them to achieve innovative goals.

Lussier & Achua (2007) summarized key behaviors of transformational leaders as shown in the following table.

Table 2: Transformational Leader Behaviors

Behavioral Components	Description
Creation and articulation of vision	Leader behavior that is directed at finding new opportunities for the organization; formulating, articulating, and inspiring followers with the vision of a better future.
Role Modeling	Setting an example for followers that is consistent with the organizational values and expectations.
Fostering a “buy in” of team goals	Behavior aimed at encouraging and building teamwork among followers and commitment to shared goals.
High performance expectations	Behavior that conveys the leader’s expectations for everyday excellence and superior performance on the part of followers.
Personalized leader-member exchange	Behavior that indicates that the leader trusts, respects, and has confidence in each follower, and is concerned about their personal needs, not just organizational needs.
Empowerment	Behavior on the part of the leader that challenges followers to think “outside the box” and re-examine old ways and methods.

Source: Bass, Bernard M., Bruce J. Avolio, (2003).

In the study of educational organization, many of the concepts of transformational leadership have become a feature of the leadership styles of educators worldwide (Crowther & Olsen, 1997). The practice of educational leadership is not confined to the school setting but extends to a wider organizational level (Bowman, 2004; Whitsett, 2007). Foster (as cited by Crowther & Olsen, 1997) believes that leadership, at its heart, is a critical practice involving educational leaders in any educational organization. Educational leadership has quite often been associated with ascribed authority and positions most relevant to principals or assistant principals (Crowther & Olsen, 1997). Danielson (2006) adds that the current literature on educational leadership focuses much on school principals forms of leadership. Crowther and Olsen (1997), Danielson (2006) and Bowman (2004) believe that educational leadership should not be restricted to the leadership of principals but should be extended to others working within the educational sphere as well. That is why Gunter (2001) feels transformational leadership works well with educators regardless of where they are working because “transformational leadership is more about leadership in educational setting rather than educational leadership”.

Table 3: Summary of the major theoretical approaches

Theories	Description
Path-Goal Theory	The leader can affect the performance, satisfaction, and motivation of a follower or group of followers by offering rewards for achieving performance goals and clarifying paths towards these goals: directive leadership which provides support psychological structure; supportive leadership which provides nurturance; participative leadership which provides involvement; achievement oriented which provides challenges
Situational Theories	Different style of leadership is applied as the result of time, place and different kind of circumstances. Applying the most appropriate leadership style to fit specific situations to match subordinate readiness to take action and environmental climate.
Trait Approach	Assume that people inherit certain qualities and traits that make them better suited to leadership. Trait theories often identify particular personality or behavioral characteristics shared by leaders. If particular traits are key features of leadership, then how do we explain people who possess those qualities but are not leaders
Transactional Theories	Focus on the mutual benefit between a leader and followers in a form of contract by rewarding or recognizing the royalty and commitment of followers. These leaders are mostly action-oriented.
Transformational Theories	These leaders are people-oriented with a visionary perspective to stimulate and transfer people to perform beyond expectation willingly.

Source: Fiedler, Fred E. (1967).

It can be concluded that transformational leadership is an appropriate leadership style that helps promote innovation and change. It is further explored to establish the leadership model that can be used for the development of leaders to possess the right competencies suited for the 21st century as competencies needed to be realigned to suit the rapidly changing business and to focus on leader development.

Educational Leadership

The traditional educational organization has been rooted in and influenced by, the scientific management theory within a well-structured bureaucracy even though it was also considered to be a loosely linked system because of the autonomy of teachers. The educational reform practiced by some of the schools in the nation was attempting to transform the existing organizational system by redefining the boundaries between the principal, the teacher, and the community.

Regardless of the existing management style exercised by the principals, the transformational or facilitative leader has become the most effective leadership style in the current public education system. Many researchers had also proposed that moving toward transformational leadership was the only viable way for school restructuring and school reform (Bass & Avolio, 1994; Cheng 1996). One specific study also pointed out the difference between a transformational leader and a transactional leader, and their different influences on students' academic performance (Silins, 1993; Silins, 1994).

Traditional understandings of teacher professionalism place individual autonomy in situations of equality at the centre of organizational practice. Smylie's

(1992) study of elementary school teachers' response to the evolving work of teacher leaders in the United States identified norms of professional equality, professional accountability and privacy, and opposition to peer judgment, and a belief that giving or receiving advice undermines the norm of equality by implying status differences and implies obligation. This creates a climate in which the idea of monitoring individual action as part of the formal accountability of overall departmental/unit/subject performance tends to be viewed as unacceptable and to be avoided.

However, the late 1990s saw a move in both primary and secondary schools towards administrators becoming accountable to line managers for the quality of the work in their responsibility area (Bell 1996). This created a managerial expectation that they would monitor their colleagues' work. Whilst this was increasingly being recognized by subject coordinators and leaders as one of their responsibilities, most studies found that they still saw themselves as middle administrators rather than as managers or leaders (Bell 1996). McGarvey and Marriott (1997) found coordinators had reservations about entering a colleague's classroom even when the nature of the observation was agreed in advance. Flecknoe (2000) found through his two case studies that the lack of line management responsibility for coordinators in the primary school led some to believe that they had little influence over colleagues and therefore viewed classroom observation as pointless. Middle managers still generally define their role as middle administrators, looking after human and teaching resources (Glover, Miller, Gambling, Gough, and Johnson, 1998): they would, according to some senior staff, use administration as a refuge to

avoid the awkwardness of entering the classroom of another to engage in monitoring. Despite this, he found that in four of the seven schools they studied, formal monitoring and evaluation of classroom work was evident.

He also found that in practice there was a continuing tension between monitoring and evaluation and concepts of professional accountability which had the effect of inhibiting the middle administrator's work in this area. Monitoring is a challenge to collegiality and the professional status of staff, if it is seen as a check on their colleagues' competence and the quality of their teaching. In all seven schools they studied, middle administrators were expected to motivate, support and develop staff; and the evidence indicates that this role, with its implicit demand that the middle administrator should monitor the work of their staff, is fraught with difficulties.

Glover, Gleeson, Gough, and Johnson (1998b) also found that middle administrators expressed concern at their involvement in monitoring and evaluation, with cross-curricular monitoring being especially difficult. Wise (2001) suggests that monitoring through classroom observation is seen by many departmental members as demonstrating a failure of trust and to be replacing trust with surveillance.

This tension between monitoring and professionalism has to be acknowledged and resolved by the middle administrator. Consequently, informal and other strategies are employed to monitor colleagues' work. Wise (2001) found similar strategies in secondary schools, although displays of pupils' work are less readily available to the secondary school middle administrator than to their primary colleagues. Glover et al (1998) found evidence of much informal monitoring.

However, despite the demand that it is carried out as part of accountability procedures, monitoring the quality of classroom practice is not necessarily a matter that devolves to a middle administrator alone, becoming an *individuated responsibility* and generating tension between colleagues. There is the option of approaching the issues involved collectively. That is, they can be dealt with as a *collegial responsibility*, in which it is recognized that there is a duty to evaluate and improve practice and it is seen as part of a collaborative learning exercise.

The apparent tension between the norms of professionalism and professional accountability on the one side and formal accountability to the organization on the other is not just a problem for the middle administrator, although it is at its most acute in that role.

Hannay (2001) argue that professional accountability alters when the decision-making arrangements in the school are restructured so that the nature of the responsibilities allocated to holders of positions of responsibility change. When the position of responsibility becomes concerned with carrying out tasks which are aimed at putting into practice decisions to which they have been party, professional accountability joins formal accountability to colleagues who have taken decisions which they are expected to implement.

Although the middle administrator possesses some sort of formal responsibility for an area of the school's work, it is clear that this formal position is not the basis of their authority. Indeed, Wettersten (1994) found that four exemplary chairs of subject departments in an American school district possessed little formal

authority, relying instead on exchange relationships between the chair and the members of the department. As they attempted to fulfil their extensive responsibilities with such limited formal authority, Wettersten (1994) concludes that leadership based on exchange (transactional) relationships not only preserves existing structures and routines but also can stimulate organizational change and teacher-initiated improvements. The complexity of school contexts means that both leadership styles (transactional and transformational) tend to become blended in leaders' approaches.

Two important research studies of effective secondary school subject departments in England suggest that expertise in human relationships is a crucial part of the effective middle administrator. Harris et al (1995) argue that many of the functions of the effective leaders were related to their interpersonal skills, the way they trusted colleagues and protected them from too many initiatives. Sammons, West, and Hind (1997) added to this an emphasis on team building and team work among the heads of "effective" departments.

The variety of tasks that middle administrators carry out is a significant and continuing theme in research findings (Bell 1996). They characteristically exercise multiple tasks in small teams, and are experiencing increasing pressure and increasing diversity of role throughout the school (Glover et al 1998). Yet it is notable that relatively little attention has been given to addressing the effectiveness of middle administrators, especially in relation to students' learning experiences, development and attainment. None of the studies reports on the impact of performance

management, but this is to be expected as it is early yet for such studies to have had time to report findings.

Middle administrators occupy a pivotal position in relation to change and restructuring in the education system and within their schools and colleges.

One of the themes we identify from the research findings is the existence of enduring pressures for continuity of practice. There are capacities at the middle administrator level to resist and/or creatively adapt change, and how this works out in practice is strongly influenced by contextual factors as well as the responses and agency of middle administrators themselves. This question of resistance and adaptation is intimately connected to interrelated issues of accountability, autonomy and professionalism. The nature, development, incidence and impact of a “new professionalism” in changed circumstances is a question that has received some little research attention in schools, but would benefit from further, more focused study. Changing ideas on the middle administrator role are visible in the changing language used to describe it from informal subject specialist, through primary school curriculum coordinator or secondary school head of department, to middle manager to middle administrator to middle leader (Bell 1996). Despite these changes, reticence by middle leaders to exercise monitoring and evaluation of staff remains an issue. This reluctance to change their traditional view of their role, and their relationship with their colleagues upon which it rests, bring to the fore questions relating to ideas of collegiality and professionalism, and how these are differently understood.

The changing expectation that middle administrators should act as line managers, which is itself not universally shared by senior managers (Metcalf and Russell 1997; Glover et al 1998), stands at odds with some middle administrators' belief that their primary obligation is to their department rather than the school, and calls into question the basis of the subject leader's authority within their area of responsibility.

Overall, the investigations reviewed here seem to add up to a rejection by substantial numbers of the middle administrators studied of many of the new expectations that derive from the changing role implicit in the changes in their titles, and some confusion as to what those expectations are. There are some exceptions to this: for example, Sammons et al. (1997) study of effective departments found that the heads of department that the researchers identified as effective against their criteria had adopted and practiced many of the tasks that the literature leads us to expect of them when the role is defined as that of a the middle administrator. It may also be the case that rejection of the new expectations has lessened since 1999/2000, when the fieldwork was carried out for most of the research reported since 2000.

However, although these interpersonal skills are crucial elements of the middle administrator practice, they are not sufficient in themselves to the middle administrators the authority needed to underpin them in action. This derives from their subject knowledge and their expertise as teacher (Bell, 1996).

Thus it is departmental colleagues who accord legitimacy, not formal position, and the middle administrator has to have the status of a "leading

professional". However, it appears that a high level of expertise and the fact that departmental colleagues expect their middle administrators to lead by example does not accord them the right to observe other teachers in action in the classroom, especially in a department where the staffs are stable and experienced and the examination or test scores are good. Hence, Brown and Rutherford (1999) found that heads of department see themselves as managers of the *curriculum* not of *colleagues*. They believed that their work should focus on what was to be taught and monitoring output, rather than examining and managing practice.

The fact that teachers ascribe authority to their colleagues on the basis of professional expertise is especially important in primary schools, where it can be a source of considerable uneasiness among middle administrators. Primary middle administrators often doubted the degree to which their subject knowledge was sufficient to do their job, and this made them reluctant to attempt to monitor others' work. They doubted if they could undertake any "directive" tasks (Bell 1996) such as ensuring curriculum coverage or setting objectives. Strategic leadership, such as setting a vision for the subject, was considered beyond their subject expertise. Consequently, as Flecknoe (2000) found, the primary middle administrators in his small-scale study were reluctant to attempt to observe colleagues because they doubted their ability to influence practice.

It would appear, then, that the middle administrators require a combination of teaching expertise, subject knowledge and good interpersonal skills if they are to obtain and maintain the authority they require to do their job.

This movement toward effective schools was the first attempt in educational reform that focused upon the role of the school principal as an instructional leader. Results from several research findings defined the characteristics of an effective school and suggested that an effective leader is the key to the success of an effective school. The multiple roles played by a school principal in the 1990s have made this instructional leadership less prominent yet studies in this field continued to place emphasis on the role of instructional leadership as a key function for a principal. This despite previous research which did not indicate a direct relation between a principal's leadership and student's academic achievement. It strongly suggested that a school principal has a significant influence on teacher' efficacy, teachers' job satisfaction, school climate, and therefore has an important, if largely indirect, impact on students' academic performance.

In the post-modern information society, change, by its very nature, has been a constant on-going trend that continually adds layers of complexity to an already complicated educational system. The reform, reshaping, redesign or restructuring of educational organizations seems to have become imperative. Undoubtedly a middle administrator's traditional position with its authority and power has been greatly challenged, yet a principal is still held accountable for student's learning outcome and academic performance. Many educators and researchers realized that the traditional management models are inadequate. A new style of leadership, transformational leadership, has emerged as illustrated by the following descriptions (Carlson, 1996).

Key Influences on Responsibilities and Practice

Middle administrators have to address and resolve on a daily basis the tensions inherent in the issues of collegiality, professionalism and authority just outlined.

“They do this through the ways in which they interpret in practice the formal and informal responsibilities of their role. We have identified from the literature a number of key influences on this work. These derive from both the wider national context and from within the school itself. One approach to analyzing these influences is to adopt the open systems model of schools put forward”

by Turner and Bolam (1998)

Sammons et al (1997) found that the heads of less effective departments looked to senior management for the creation of a sense of community across the whole school which they saw as absent. Primary middle administrator co-coordinators stated that expectations and responsibilities were not always made clear by head teachers. Job descriptions were frequently idealistic rather than realistic (Ritchie 1997). Likewise McGarvey and Marriott (1996) found in their large-scale work with primary schools that the absence of a clear management framework reduced the effectiveness of whole school co-ordination and, once again, the head teacher had an important role in clearly defining the co-coordinator's duties and responsibilities.

Wise (2001) found that departmental colleagues were far more significant influences than their senior staff on heads of departments' interpretation and implementation of their role. Senior staff had to address departmental colleagues'

views as much as those of the heads of departments in order to promote change. Glover et al (1998) describe the middle administrator's work as a "bridging and brokering role". They interpret their findings as showing middle administrators having an important role in communicating and translating school aims and objectives. Glover et al suggest that while middle administrators may not be the creators of vision, they are the interpreters of vision. Busher and Harris (1999) reflect Glover's emphasis on this.

Middle administrators thus filter external demands in ways that make them acceptable and practical within their area, and represent departmental needs and expectations to the wider school community so that the whole-school values and expectations take account of departmental values and teachers' interests. Where heads of department were found to share the vision of the head teacher, the heads of department were judged to have a mediating influence and where they were allowed and encouraged to work with other middle administrators they were more likely to develop the shared vision.

Further, the middle-administrators who actively championed their subject area were more highly regarded by their colleagues than more passive middle administrators, who often "retired into administration". Despite this, they frequently played little, if any, part in their school's wider decision-making processes and did not feel that their job was to help frame wider school policies. They applied pressure and "defended their territory" rather than take part in decisions. However, Wettersten (1994) found that, as noted above, departmental chairs, whose formal authority in school rests on exchange (transactional) relationships, not only preserve existing structures and routines but also can stimulate organizational change and teacher-

initiated improvements through a blending of transactional and transformational styles.

Ensuring good *teaching and learning* was universally recognized as at the heart of the middle administrator's work, but this also creates some of their most intractable problems in particular the rival expectations of monitoring and collegiality as indicated above. The style of leadership of the secondary school heads of department in the study by Harris et al (1995) was found to have a direct effect on the learning outcomes of the students for whom they were responsible. These departments had added value over and above that expected. Heads of departments were very much the "leading professional" in that their practice was seen as a model to follow. Sammons et al (1997) found similar practice among their effective heads of department. However, middle administrators cannot require colleagues to follow their example. There are, nonetheless, other ways in which the middle administrators can enhance the quality of teaching and learning in their area as indicated above. For example, demonstrating a commitment to high quality teaching through their own practice helps to create a culture of high expectations and of valuing good performance.

Part III Related Research

In the 1980s, research studies on effective schools were more focused upon the principal's instructional leadership. Many researchers proposed that an effective school is a school under a principal's strong leadership with the following characteristics: (a) possessing a vision which focuses on student achievement, and ensuring that this vision is well understood by both the students and the teachers; (b)

taking initiative, actively exploiting resources, supporting teacher projects, spreading good news about the school, and short-cutting bureaucracy; (c) articulating a vision, possessing coping skills for decisive and quick action, and managing the external environment; and (d) being goal-oriented, having a high degree of personal security, having a high degree of tolerance, being able to approach problems analytically, and willing to include others in problem solving (NSSE, 1990).

In a number of studies (Lodge 1999; Powell 2001) there was a feeling that the middle administrators' responsibilities were to a team, and it was this team that should be supported and developed. Powell found that many became simply line managers, whereas he felt that they should be primarily staff developers. Similarly McGarvey and Marriott (1997) found that the head teachers in the primary schools they worked with did not expect co-ordinators to have any staff development role. A team orientation links with the increased interest in distributed leadership, and could be more explicitly related to middle leadership. According to Briggs (2002), a key transformational leadership function for FE middle managers is creating team expectations, bringing staff together, and generating a collaborative culture that values people, uses their skills and creates empathy within the department.

Research findings also suggest that schools with shared decision-making had a higher student achievement, while the authoritarian approach to management seemed to be linked to findings that presented a broad guideline for choosing an appropriate leadership style and strategy: (a) match the strategy to the situation; (b) balance process and product; and (c) develop a balanced style (Lashway, 1997). The strategies or management style developed by a transformational leader would be the best fit for his/her particular school.

A leader who applies Situational Leadership Theory in real-life practice tends to have higher flexibility and effectiveness. In fact, a transformational leader in the public education system shares many similarities with an effective leader in the model of the Situational Leadership Theory. A transformational leader is more able to identify important and critical problems and provide proper solutions. Transformational leaders are not limited to one specific leadership style; instead, they are able to modify the behavior concurrently with any change of environment (Lashway,1996). Therefore, it is useful for the transformational leader in an educational system to apply the Situational Leadership Theory in practice, to become of an effective leader leading effective school reform.

Characteristics of leadership applied in this study

Leaders typically have a number of attributes and skills. These characters can be identified in all great leaders such as Winston Churchill, Nelson Mandela and Gandhi. It should be noted that when looking at different leaders, they typically will possess the following the following are characters of a leader as propose by researcher (Tozer,1997).

Moral Courage: is the courage to act or do something because it is right, correct, and necessary, even if it is difficult, unpopular, or distasteful to implement, informs others if they do something not appropriate or not right, tells others what he/she thinks not what they want to hear, identifies frustrating behaviors of others, and asks for advice when facing problems.

Confident: Leaders need to be confident in their ability in order to be decisive in action and calm in a crisis. Self-confidence is another trait that helps one to be a leader. Self- confidence is the ability to be certain about one's competencies and

skills. It includes a sense of self-esteem and self-assurance and the belief that one can make a difference. Leadership involves influencing others, and self-confidence allows the leader to feel assured that his or her attempts to influence others are appropriate and right.

Creative: As Wright mentioned being value-creative is not necessarily about inventing new wheels. But it does involve rethinking design, working practices and business models. Creating new value is perhaps the most important behavior for the long-term health of an enterprise, also include builds an ideas of others, changes his/her ways of working, searches for news information, not using the existing information, and has different ideas respectively. "Modern leaders look beyond delivering marginal increases. Today's organizations need the confidence to be creative with the future." by Charles Wright, Wolff Olins Dubai Managing Director.

Caring: Pay attention. Kouzes and Posner put a new twist on an old concept when they talk about "caring by walking around." Caring leaders take time to notice what their people are doing, and not just what they're doing "right" or "wrong." They understand how everything that each team member does relates to the team's mission, goals and standards for performance. And armed with this understanding, they can help each team member move closer, faster, to those standards. It includes knowing the strengths and weakness of others to help them develop or improve, pays consideration to others beliefs.

Summary of Literature Review

Many theories and the research reviewed in the literature show definite trends in the study and perception of who a leader is and what leadership is. Although

many theories capture the idea of a leader developing people, the researcher was not able to find the key traits and behaviors of a leader whose primary focus is on the development, growth, and improvement of performance by having an orientation for developing the followers. This creates a need to identify key characteristics of a person who the researcher calls an "Effective Developmental Leader" whose primary focus is developing the people he or she leads for high performance. The following chapters investigate what makes an effective developmental leader with conclusions drawn from the data collected.

In this study the main focus is on the middle administrator as an educator which was assumed to be the most important function relating to student's academic performance. Besides, that is what an administrator is supposed to be.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research design procedure, population, and research instrument, collection of data, data analysis and summary table of the research process. The research methodology is based on these objectives:

1. To identify the most desirable leadership characteristics of middle administrators of Saint Gabriel Foundation Schools in Thailand.
2. To explore the leadership characteristics of middle administrators of Saint Gabriel Foundation Schools in Thailand.
3. To develop a model to enhance leadership of middle administrators of Saint Gabriel Foundation Schools in Thailand.

Research Design

This study has utilized both qualitative and quantitative methods which are divided into 3 stages as follows: **Phase I** selecting source of data, **Phase II** assess developmental needs for leadership competencies and **Phase III** develop the competency development model.

In order to achieve the objectives of the study, the researcher will utilize both qualitative and quantitative studies. The qualitative study included different method of sources such as documentary research, interviews with educational administrators. The quantitative technique consisted of survey to determine the perceptions and preferences of teachers towards the leadership style of middle leader administrators

within Saint Gabriel Foundation Schools in Thailand. According to Creswell and Tashakkori (2007), and Johnson and Christensen (2012) applying mixed methods and procedures is an excellent way to conduct high quality research, The qualitative study will incorporate in-depth interviews/ focus groups with experts to explore the leadership model.

Research Instrument

This process involved the following steps:

- 1) Study various instruments widely used against identified characteristics.
- 2) Draw out defined middle administrators' behaviors.
- 3) Check with experts and one assessor for the validity and consistency of the instrument.

The quantitative techniques, based on 2 main theories mentioned in the theoretical framework. To determine the lists of key characteristics, both qualitative inductive and quantitative deductive approaches were applied. Questionnaire was adapted from "A Development Model of Innovative Leadership Competencies in Selected Leaders in Thailand", by Patchara Vanichvasin (2009), published Dissertation. So as to make it comprehensive to investigate the perceptions and preferences of teachers towards the leadership style of middle administrators within Saint Gabriel Foundation Schools in Thailand. The four dimensions of the questionnaire are as follows: Creative, Courage, Confident, Caring. A final list of characteristics of most desirable middle leadership administrator was developed into a survey instrument utilizing a 5-point Likert type scale. The Likert Scale of 1-5 was constructed so that a rating of:

- 1 – indicated never happen
- 2 – indicated seldom happen
- 3 – indicated happen sometimes
- 4 – indicated often happen
- 5 – indicated always happen

The questionnaire was divided in two parts.

Part 1 consists of 5 items pertaining to leaders' demographic data that were gender, Age, educational level, experience in education

Part 2 contains a total of 60 items measuring 4 dimensions of leadership which were:

- 1.) Creative (1-15)
- 2.) Courage (1-15)
- 3.) Confident (1-15)
- 4.) Caring (1-15)

Validity

Validity was undertaken by three experts (see appendix D) on the subjects to identify the most appropriate dimensions to assess educational leadership.

Reliability

A reliability test was conducted on the questionnaires with 30 Teachers in Saint Louis School, Cronbach's alpha coefficient was used to measure the internal consistency of each item in 4 dimensions of leadership. The overall results showed that reliability coefficients were .984 for four dimensions.

The reliability coefficients of all four dimensions were .984 which are: creative (.943), courage (.939), confident (.960), caring (.967).

It can be noted that the internal consistency of the items within each leadership dimension is reliable (see appendix D).

Population

The participants of this study were from 11 secondary schools in Saint Gabriel Foundation of Thailand. They were 1,242 teachers in eight core curriculum subjects. The researcher made a try out sample to the 30 teachers in Saint Louis School and to 3 experts. Questionnaires were supplied to the 11 schools. The respondents who returned the questionnaire were 1,180 teachers

Table 4: The participants from 11 schools

School name	Eight Core Curriculum Subjects								Total
	Thai	Mathematics	Science	Social Studies	Physical& health Education	Careers& Technology	Art	English	
1. Assumption College Bangkok	13	20	19	18	8	12	9	16	115
2.Saint Gabriel's College, Bangkok	42	41	30	33	28	20	23	22	239
3. Assumption College Thonburi, Bangkok	27	30	28	23	19	25	21	32	205
4. Assumption College Samutprakarn	20	23	24	18	10	11	12	29	147
5. Assumption College Sriracha, Chonburi	13	16	17	14	9	10	9	22	110
6. Assumption College Rayong	11	11	10	7	9	8	5	11	72
7.Saint Louis College, Chachoengsao	8	9	9	9	8	9	8	13	73
8.Montfort College, Chiangmai	7	7	6	5	4	3	4	10	46
9. Assumption College, Lampang	9	14	15	9	4	8	4	15	78
10. Assumption College, Nakhonratchasima	8	13	14	12	11	14	9	9	90
11. Assumption College, Ubonratchathani	9	11	12	11	7	5	4	8	67
Total	167	195	184	159	117	125	108	187	1,242

Collection of Data

On completion of instrumentation, the researcher administered the data collection as follows:

The researcher prepared questionnaires and contacted the director of each school to distribute to 1,242 teachers in 11 Saint Gabriel Foundation Schools in Thailand, as per the Population Chart – Table 4.

The respondents were asked to return the questionnaires within one month of their distribution.

Follow-up of the questionnaires, together with a reminder note, was sent to those respondents who were not returning them promptly. After their retrieval, the researcher checked all questionnaires for any errors or incomplete data in order to eliminate invalid samples.

Only completely filled-out questionnaires were accepted for data analysis.

Data Analysis

The data that was gathered from the leadership characteristics of middle administrators questionnaire. Participants' demographics were measured in terms of frequencies and percentages by gender, age, marital status, educational level, work experience, to analyze and summarize the scores. The study sought for means and percentage and PNI_{modified} as descriptive statistics in order to explain the data and ranking the most desirable characteristic for creating the model.

Responses to the questionnaire were measured using 5-point Likert scale as follows:

1 : never happen (example 0 out of 10 times)

- 2 : seldom happen (example 2 out of 10 times)
- 3 : sometimes happen (example 5 out of 10 times)
- 4 : often happen (example 7 out of 10 times)
- 5 : always happen (example 10 out of 10 times)

The criteria for interpretation of means scores were as follows:

Mean score	1.00 – 1.99	indicates	never happen
Mean score	2.00 – 2.99	indicates	seldom happen
Mean score	3.00 – 3.99	indicates	sometimes happen
Mean score	4.00 – 4.50	indicates	often happen
Mean score	4.51 – 5.00	indicates	always happen

Analyze the information and characteristics to be used in the desirable development middle administrators model.

Phase III: Developing the Model

When the collected data interpretation and data analysis were achieved, the researcher used these findings and the elements from documentary research as the grounds for development of the leadership model for Saint Gabriel Foundation Schools in Thailand. The researcher developed the first draft of model as shown in Figure 3, the proposed model was validated through Connoisseurship model. In this research, a group of experts (6 experts in Educational Leadership and 4 brothers leaders, see appendix F) were invited to evaluate and comment on the proposed model. The revision was made according to the consensus of experts.

The criteria set for Educational Leadership experts who obtained Doctor's Degree and have experience in Educational Leadership. The criteria for Saint Gabriel

leaders were persons who are well known, well-respected by Saint Gabriel Foundation Schools in Thailand and have experience in leading schools or any educational organizations for at least 5 years.

Summary of the Research Process

Table 5: Summary of the Research Process

Research Objective	Source of Data, or Sample	Data Collection Method, or Research Instrument	Method of Data Analysis	Outcome
1. To identify the most desirable leadership characteristics of middle administrators of Saint Gabriel Foundation schools in Thailand.	literature review on Related Leadership Theories	Collection of related literature and research review	Analysis and synthesis of research on leadership for middle administrators	Identification of Middle Administrators of Saint Gabriel Foundation Schools in Thailand

Table 5: Summary of the Research Process (Continued)

Research Objective	Source of Data, or Sample	Data Collection Method, or Research Instrument	Method of Data Analysis	Outcome
2. To explore the leadership characteristics of middle administrators of Saint Gabriel Foundation Schools in Thailand.	Survey of teachers from 11 Schools of Saint Gabriel Foundation in Thailand	Questionnaires (measure the 4 of the teachers' expected and actual performance against Most Desirable Teacher Leadership	For determining the significant differences of each characteristic Mean, SD Gap analysis (PNI _{modified} formula) of actual and expected characteristic of middle administrators leadership competencies	Selection Method and Process for appropriate personnel as Middle Administrators of Saint Gabriel Foundation Schools in Thailand
3. To develop a model to enhance leadership of middle administrators of Saint Gabriel Foundation Schools in Thailand.	Outcomes and sources from questionnaire and focus group	Review Literature Focus Group Comment	Create model based on PNI _{modified} to be developed by Focus Group validate (Priorities gap to be filled)	Model for Middle Administrators to be operational of 11 Saint Gabriel Foundation Schools in Thailand

CHAPTER IV

RESEARCH FINDINGS

This study was aimed to create a development of leadership model for middle administrator of Saint Gabriel Foundation Schools in Thailand. The objectives were as follows:

1. To identify the most desirable leadership characteristics of middle administrators of Saint Gabriel Foundation Schools in Thailand.
2. To explore the leadership characteristics of middle administrators of Saint Gabriel Foundation Schools in Thailand.
3. To develop a model to enhance leadership of middle administrators of Saint Gabriel Foundation Schools in Thailand.

The methodology of the study was both qualitative and quantitative in order to collect the data through content analysis and questionnaire. The collection of data was organized during the months of February to May 2012. The respondents were 1,242 teachers teaching in secondary level from 11 schools in the Saint Gabriel Foundation in Thailand. The returned questionnaires were 1,180 (96.18%). The Statistical Package for Social Science (SPSS) to determine Frequency Percentage Mean and Standard Deviation (SD) scores of participants' responses to the items in a two- part questionnaire.

Research Findings

The research findings are presented according to the research objectives which were on reported in three parts:

Part I: Demographic Information

Part II: Current Situation and the Expectation of Middle Administrators of Saint Gabriel Foundation in Thailand.

Part III: The proposed Development Model for Middle Administrators of Saint Gabriel Foundation Schools in Thailand.

According to the objective 1, objective 2 and objective 3, 1,242 teachers from 11 schools: (1)Assumption College Bangkok, (2)Saint Gabriel College, (3)Assumption College Thonburi, (4)Assumption College Samutprakarn, (5)Assumption College Sriracha, (6)Assumption College Rayong, (7)Saint Louis, (8)Montfort College, (9)Assumption College Lamphang, (10)Assumption College Nakhornratchasima, (11)Assumption College Ubonratchathani participated in the data collection. The Statistical Package for the Social Sciences (SPSS) to determine Frequency, Percentage, Mean, and Standard Deviation (SD) scores of participant responded to the items on a two-part questionnaire.

The findings shown as table 6 are the returned questionnaire from 11 schools in Saint Gabriel Foundation in Thailand. The detail and the overall returned questionnaires are presented.

Table 6 : The returned data from 11 schools.

No.	Name of School	Participants	Return questionnaire	Percentage
1	Assumption College Bangkok	115	102	88.69
2	Saint Gabriel's College, Bangkok	239	211	88.28
3	Assumption College Thonburi, Bangkok	205	205	100.00
4	Assumption College Samutprakarn	147	130	88.40
5	Assumption College Sriracha, Chonburi	110	110	100.00
6	Assumption College Rayong	72	72	100.00
7	Saint Louis College, Chachoengsao	73	73	100.00
8	Montfort College, Chiangmai	46	44	95.65
9	Assumption College, Lampang	78	78	100.00
10	Assumption College, Nakhonratchasima	90	90	100.00
11	Assumption College, Ubonratchathani	67	65	97.00
	Total	1,242	1,180	96.18

Part I: Demographic Information

The finding shown as table 7 is the detail from 11 schools. The overall information of the participants, 59.24 % of the participants are female while 29.75 % are male.

Table 7: Gender

No.	School name	Male		Female		Total
		Frequency	Percentage	Frequency	Percentage	
1	Assumption College Bangkok	35	34.30	67	65.70	102
2	Saint Gabriel's College, Bangkok	87	41.20	124	58.80	211
3	Assumption College Thonburi, Bangkok	73	35.60	132	64.40	205
4	Assumption College Samutprakarn	44	33.80	86	66.20	130
5	Assumption College Sriracha, Chonburi	37	33.60	73	66.40	110
6	Assumption College Rayong	17	23.60	55	76.40	72
7	Saint Louis College, Chachoengsao	26	35.60	47	64.40	73
8	Montfort College, Chiangmai	11	25.00	33	75.00	44
9	Assumption College, Lampang	17	21.80	61	78.20	78
10	Assumption College, Nakhonratchasima	26	28.90	64	71.10	90
11	Assumption College, Ubonratchathani	22	33.80	43	66.20	65
	Total	351	29.75	699	59.24	1,180

The finding shown as table 8 is the detail from 11 schools. The overall age of participants: between 36 -45 years equal to 32.96 % ; 46 years to over equal to 31.95% ; and between 26 to 35 years equal to 29.92 % respectively.

Table 8: Age

No	Schools	AGE										Total
		25 or below		26 to 35		36 to 45		46 to over		Percentage	Frequency	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage			
1	Assumption College Bangkok	1	1.00	25	24.50	31	30.40	45	44.10	102		
2	Saint Gabriel College,Bangkok	17	8.10	71	33.60	57	27.00	66	31.30	211		
3	Assumption College Thonburi, Bangkok	12	5.90	53	25.90	62	30.20	78	38.00	205		
4	Assumption College Samutprakarn	3	2.30	40	30.80	36	27.70	51	39.20	130		
5	Assumption College Sriracha, Chonburi	3	2.70	32	29.10	31	28.20	44	40.00	110		
6	Assumption College Rayong	2	2.80	21	29.20	31	43.10	18	25.00	72		
7	Saint Louis College, Chachoengsao	2	2.70	21	28.80	33	45.20	17	23.30	73		
8	Montfort College, Chiangmai	3	6.80	10	22.70	22	50.00	9	20.50	44		
9	Assumption College, Lampang	5	6.40	26	33.30	33	42.30	14	17.90	78		
10	Assumption College, Nakhonratchasima	5	5.60	33	36.70	29	32.20	23	25.60	90		
11	Assumption College, Ubonratchathani	8	12.30	21	32.30	24	36.90	12	18.50	65		
	Total	61	5.17	353	29.92	389	32.96	377	31.95	1,180		

The findings shown as table 9 are the detail participants' whole Degrees from 11 schools. The over all majority of participants has Bachelor Degree equal to 71.69 %, Master Degree equal to 28.31%, while none of them has Doctoral degree.

Table 9 : Level of education

No	Schools	Level of education								Total
		Bachelor Degree		Master Degree		Doctoral Degree		Percentage	Total	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage			
1	Assumption College Bangkok	58	56.90	44	43.10	0	0.00	0	0.00	102
2	Saint Gabriel's College, Bangkok	73	33.60	138	65.40	0	0.00	0	0.00	211
3	Assumption College Thonburi, Bangkok	160	78.00	45	22.00	0	0.00	0	0.00	205
4	Assumption College Samutprakarn	107	82.30	23	17.70	0	0.00	0	0.00	130
5	Assumption College Sriracha, Chonburi	83	74.50	27	24.50	0	0.00	0	0.00	110
6	Assumption College Rayong	64	88.90	8	11.10	0	0.00	0	0.00	72
7	Saint Louis College, Chachoengsao	67	91.80	6	8.20	0	0.00	0	0.00	73
8	Montfort College, Chiangmai	30	68.18	14	31.82	0	0.00	0	0.00	44
9	Assumption College, Lampang	70	89.70	8	10.30	0	0.00	0	0.00	78
10	Assumption College, Nakhonratchasima	77	85.60	13	14.40	0	0.00	0	0.00	90
11	Assumption College, Ubonratchathani	57	87.70	8	12.30	0	0.00	0	0.00	65
	Total	846	71.69	334	28.31	0	0	0	0	1,180

Table 10 also shows the detail participants working experience from 11 schools. The overall working experience are: majority number of 15 years and over equal to 42.20%; while 19.75% and 19.32% has 6-10 years; and 11-15 years respectively.

Table 10: Work Experience

No	Schools	Work Experience								
		1-5 years		6-10 years		11-15 years		15 years and over		Total
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
1	Assumption College Bangkok	8	7.80	25	24.50	21	20.60	48	47.10	102
2	Saint Gabriel's College, Bangkok	45	21.30	42	19.90	34	16.10	90	42.70	211
3	Assumption College Thonburi, Bangkok	34	16.60	26	12.70	49	23.90	96	46.80	205
4	Assumption College Samutprakarn	29	22.30	27	20.80	13	10.00	61	46.90	130
5	Assumption College Sriracha, Chonburi	16	14.50	22	20.00	17	15.50	55	50.00	110
6	Assumption College Rayong	17	23.60	8	11.10	20	27.80	27	37.50	72
7	Saint Louis College, Chachoengsao	9	12.30	16	21.90	19	26.00	29	39.50	73
8	Montfort College, Chiangmai	9	20.50	7	15.90	6	13.60	22	50.00	44
9	Assumption College, Lampang	0.5	17.90	12	15.40	20	25.60	32	41.00	78
10	Assumption College, Nakhonratchasima	20	22.20	28	31.10	17	18.90	25	27.80	90
11	Assumption College, Ubonratchathani	20	30.80	20	30.80	12	18.50	13	20.00	65
	Total	221	18.73	233	19.75	228	19.32	498	42.20	1,180

In summary, there were a total of 1,180 respondents in the study which is about 96.18 % of the total number of teachers. The majority of the respondents were female 59.24 % and in secondary schools. The majority age was 36-45 years , The majority educational level was Bachelor degree. Working experience as teachers was 15 years and over.

Part II: The result of data analysis of 11 schools of Saint Gabriel Foundation in Thailand

To explore the middle administrators' characteristics of 11 schools of Saint Gabriel Foundation in Thailand as it is the second objective of this study, Questionnaires measure the 4 characteristics of the teachers' expected and actual performance with authorized permission and complete reliability check as well as validity check mentioned earlier in Chapter III was used to measure. Then, the data from the survey was analyzed using the statistical package. There are the majority of PNI_{modified} of 11 schools of Saint Gabriel Foundation in Thailand is Courage dimension. The survey results were as shown in table 11, the PNI_{modified} of 11 schools of Saint Gabriel Foundation in Thailand in average scores of each leadership characteristic of four dimensions. The highest one is Courage dimension (0.189), follow by creative (0.174), confident (0.173, and caring (0.172).

Table 11 : shows the majority of PNI^{modified} of 11 schools of Saint Gabriel Foundation in Thailand

No	School	Creative			Courage			Confident			Caring						
		I	D	Mean	Ranking	PNI ^{modified}	I	D	Mean	Ranking	PNI ^{modified}	I	D	Mean			
															Ranking	PNI ^{modified}	Ranking
1	Assumption College Bangkok	3.99	3.39	0.176	3	4.00	3.37	0.186	1	3.93	3.33	0.180	2	4.08	3.47	0.175	4
2	Saint Gabriel's College, Bangkok	4.29	3.70	0.159	3	4.26	3.67	0.161	2	4.27	3.71	0.150	4	4.50	3.67	0.226	1
3	Assumption College Thonburi, Bangkok	4.21	3.57	0.179	3	4.12	3.44	0.198	1	4.14	3.49	0.186	2	4.33	3.71	0.167	4
4	Assumption College Samutprakarn	4.10	3.58	0.145	2	4.06	3.53	0.150	1	4.12	3.64	0.132	4	4.33	3.82	0.133	3
5	Assumption College Sriracha, Chonburi	4.14	3.48	0.189	3	4.09	3.39	0.206	1	4.12	3.52	0.170	4	4.28	3.55	0.205	2
6	Assumption College Rayong	4.13	3.64	0.134	3	4.11	3.55	0.157	1	4.18	3.68	0.135	2	4.31	3.84	0.122	4
7	Saint Louis College, Chachoengsao	4.00	3.35	0.194	2	3.90	3.25	0.200	1	3.92	3.32	0.181	4	4.08	3.44	0.186	3
8	Montfort College, Chiangmai	4.55	3.80	0.170	3	4.40	3.54	0.173	2	4.52	3.71	0.185	1	4.64	3.92	0.161	4
9	Assumption College, Lampang	4.20	3.56	0.184	2	4.21	3.49	0.196	1	4.23	3.56	0.180	3	4.43	3.77	0.167	4
10	Assumption College, Nakhonratchasima	4.26	3.64	0.198	3	4.14	3.53	0.243	1	4.23	3.57	0.219	2	4.32	3.72	0.184	4
11	Assumption College, Ubonratchathani	4.24	3.58	0.180	3	4.09	3.42	0.207	1	4.13	3.50	0.188	2	4.34	3.72	0.169	4
Average		4.19	3.57	0.174		4.13	3.47	0.189		4.16	3.55	0.173		4.33	3.38	0.172	

I = Important, D = Degree of success

Table 12 shows that the highest score of Creative characteristic is item 9, second is item 4, third is item 3 and item 7 accordingly.

Table 12: Ranking of Creative characteristic

Item	Creative Characteristic	MEAN		PNI _{modified}	Ranking
		Importance (I)	Degree of success (D)		
9	builds on ideas of others	3.91	3.27	0.196	1st
4	changes his/her ways of working	4.04	3.41	0.187	2nd
3	searches for new information, not using the existing information	4.25	3.59	0.184	3rd
7	has different ideas	4.15	3.53	0.176	4th

Table 13 shows that the highest score of Courage characteristic is item 13, second is item 7, third is item 14 and item 10 accordingly.

Table 13: Ranking of Courage characteristic

Item	Courage Characteristic	MEAN		PNI _{modified}	Ranking
		Importance (I)	Degree of success (D)		
13	identifies frustrating behaviors of others	3.70	3.01	0.227	1st
7	informs others if they do something not appropriate or not right	4.14	3.42	0.211	2nd
14	asks for advice when facing problems	4.08	3.41	0.196	3rd
10	tells others what he/she thinks not what they want to hear	3.99	3.35	0.191	4th

Table 14 shows that the highest score of Confident characteristic is item 3, second is item 4, third is item 11 and item 14 accordingly.

Table 14: Ranking of Confident characteristic

Item	Confident Characteristic	MEAN			PNI _{modified}	Ranking
		Importance (b)	Degree of success (D)			
3	has comfort related to business ventures that involve uncertainty	4.03	3.35		0.203	1st
4	likes his/her opinions being challenged	4.21	3.52		0.196	2nd
11	asks others to express different thoughts	3.93	3.32		0.184	3rd
14	dares to take risks to get quick results	4.02	3.43		0.172	4th

Table 15 shows that the highest score of Caring characteristic is item 7, second is item 4, third is item 5 and item 1 accordingly.

Table 15: Ranking of Caring characteristic

Item	Caring Characteristic	MEAN			PNI _{modified}	Ranking
		Importance (b)	Degree of success (D)			
7	knows strengths and weaknesses of others to help them develop or improve	4.24	3.57		0.188	1st
4	gives consideration to others before doing anything	4.10	3.46		0.186	2nd
5	takes care of his/her subordinates closely	4.24	3.60		0.176	3rd
1	treats people as the most important asset.	4.30	3.69		0.166	4th

Part III: The Proposed Development of Leadership Model for middle administrators of Saint Gabriel Foundation schools in Thailand

To validate the model, the researcher proposed the model to the experts in the focus group conducted by the researcher, in order to give consideration to the possibility of using the model of Saint Gabriel Foundation Schools in Thailand as presented in figure 3

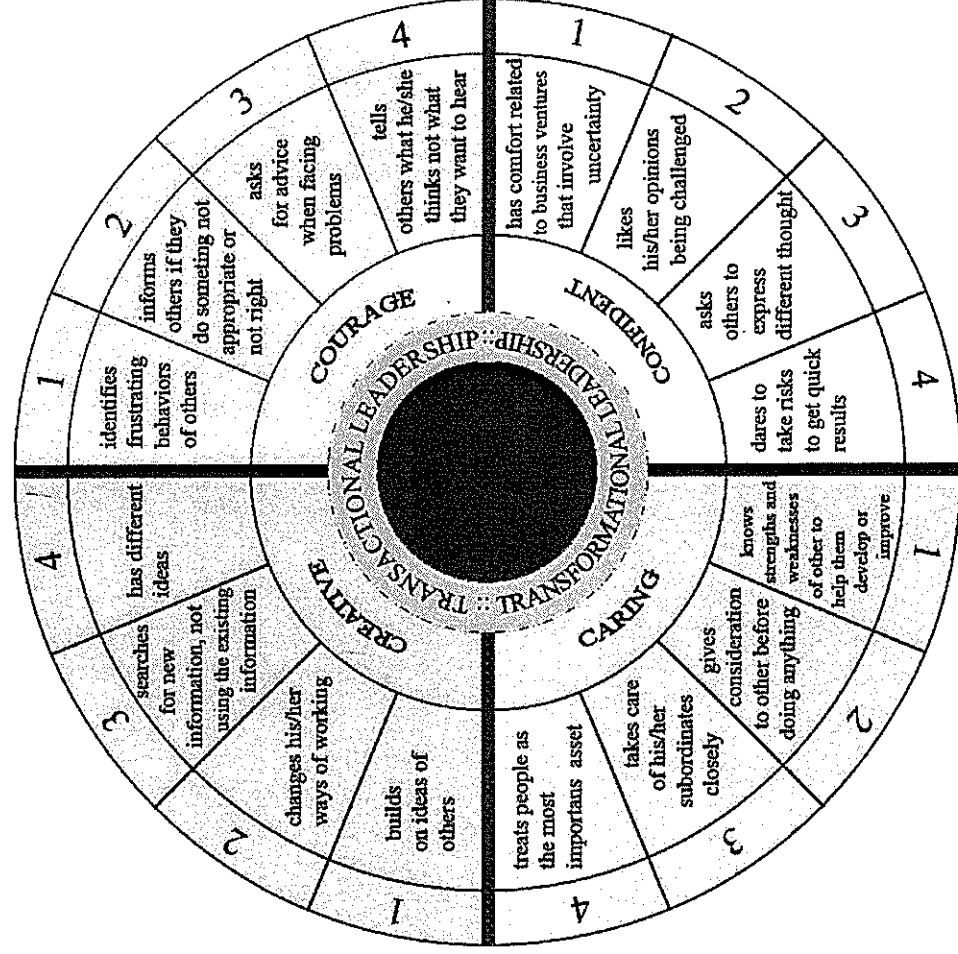


Figure 3: A proposed Development of Leadership Model for middle administrators of Saint Gabriel Foundation Schools in Thailand.

Figure 3 shows a Model for middle administrators of Saint Gabriel Foundation Schools in Thailand which demonstrated as 4 layers: first core layer is as representative to the final outcomes. Second layer is as a representative to the process of school management by applying the factors of transformational leadership approaches into the school system. The third and the fourth layers are represented to the need of improvement on school management in order to promote a development of leadership model for middle administrators of Saint Gabriel Foundation Schools in Thailand.

The Model Validation by Experts

In order to prove that the model that can be used in an appropriate way for the middle administrators of 11 schools of Saint Gabriel Foundation in Thailand, the researcher proposes the model of “The Leadership Model for Middle Administrators of Saint Gabriel Foundation Schools in Thailand” to the focus group experts. The suggestions, comments and recommendations were discussed and applied for adjusting the model. The experts gave points of view to improve the model and made improvements by signing the form of model validation (see appendix). The final model is presented with the final outcomes. This model focuses on the vision & mission for the Foundation of Saint Gabriel (FSG). Through this study, the researcher found that the understanding of the role of middle administrators should be instructed and qualified to those who will becoming the future middle administrators of Saint Gabriel Foundation Schools in Thailand. The role should have the same pattern and standard with regular evaluation. The model presents the clear view of how to

perform the position with confidence and pride in the given position. As well as of the vision & mission, Middle Administrators should have leadership competencies in various skills. The four major competence categories are introduced. In order, to reach the final model, the researcher has added the vision & mission of Saint Gabriel

Foundation and leadership competencies as shown in figure 4

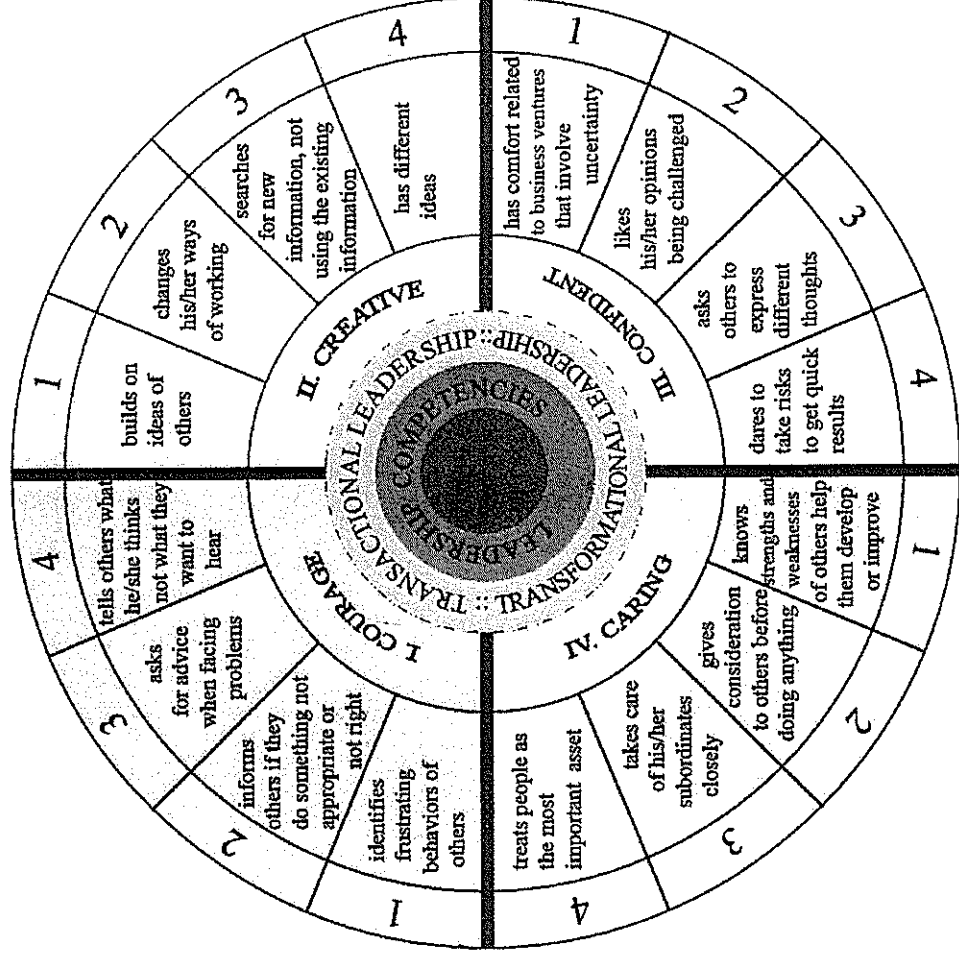


Figure 4: A Development of Leadership Model for middle administrators of Saint Gabriel Foundation

Schools in Thailand

This Development Model show 4 layers of circles, from an inside circle refers to final outcomes: vision & mission of Saint Gabriel Foundation in Thailand. The second layer refers to the characteristics of middle administrators. The third layer refers to the leadership theories applied into the model. In this model, transformational leadership and transactional leadership approach are applied into leader characteristics. The fourth layer refers to four characteristics namely:

1) Courage, 2) Creative, 3) Confident 4) Caring. The fifth layer refers to the priority of the characteristics.

CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter provides an overview of the entire study including research objectives, research methodology, population and sample, and summary of findings. The purpose of this study is to develop leadership model for middle administrators of Saint Gabriel Foundation Schools in Thailand. The method of content analysis and descriptive analysis were used in order to explore the leadership characteristics and practices of administrators of Saint Gabriel Foundation schools in Thailand. The model is developed from the findings and approved by the focus group experts.

Research Objectives

1. To identify the most desirable leadership characteristics of middle administrators of Saint Gabriel Foundation Schools in Thailand.
2. To explore the leadership characteristics of middle administrators of Saint Gabriel Foundation Schools in Thailand.
3. To develop a model to enhance leadership of middle administrators of Saint Gabriel Foundation Schools in Thailand.

Conceptual Framework of the Study

Figure 1 in Chapter 1 shows a conceptual framework for developing a leadership model for Saint Gabriel Foundation School leaders in Thailand. Theories and concepts from research on effective school leadership was taken into

consideration and be integrated in order to develop the model. Surveying leadership practices of the leaders from 11 Saint Gabriel Foundation Schools in Thailand provide an essential components for developing the Leadership Model for Middle Administrators.

Research Methodology

This study employed both qualitative and quantitative methods under the four stages of research procedures which aim to develop a leadership model that is applicable to Saint Gabriel Foundation Schools in Thailand. This process is divided into four phases as follows:

- Phase 1 Documentary research
(To achieve research objective 1)
- Phase II Developing of the research instrument, Collecting and Analyzing Data
(To achieve research objective 2: Questionnaire, Sampling Design, Data Collection, and Analysis)
- Phase III Developing the Model
(Conceptualized of the Model and model testing through connoisseurship model)

Research Findings

The results have been concluded into three phases:

Phase I: for the objective 1. To identify the most desirable leadership characteristics of middle administrators of Saint Gabriel Foundation Schools in

Thailand. Analyzing and synthesizing leadership theories, approach, concepts and other related research on effective school leadership by using the document reviewed method, the researcher found that the most desirable leadership characteristics are: 1) Creative 2) Courage 3) Confident 4) Caring

All characteristics are necessary for middle administrators of Saint Gabriel Foundation Schools in Thailand for efficient mission.

Phase II: for the objective 2. To explore the leadership characteristics of middle administrators of Saint Gabriel Foundation Schools in Thailand, collecting and Analyzing Data from Questionnaire. A summary of research findings are as follows: The research findings are presented on each respondent's personal information; the respondents of 1,180 teachers are from 11 schools in Saint Gabriel Foundation. The majority of education level is Bachelor Degree with working experience for more than 15 years and over. The researcher found that the characteristic of leadership characteristics after PNI_{modified} were:

- 1) **courage** with consists of: 1.1 identifies frustrating behaviors of others, 1.2 informs others if they do something inappropriate, 1.3 asks for advice when facing problems, 1.4 tells others what he/she thinks and not what they want to hear.
- 2) **creative** with consists of : 2.1 changes his/her ways of working, 2.2 searches for new information, not using the existing information, 2.3 has different ideas, 2.4 builds on ideas of others.

3) **confident** with consists of: 3.1 has comfort related to business ventures that involve uncertainty, 3.2 asks others to express different thoughts, 3.3 likes his/her opinions being challenged, 3.4 dares to take risks to get quick results.

4) **caring** with consists of: 4.1 treats people as the most important asset, 4.2 knows strengths and weaknesses of others to help them develop or improve, 4.3 takes care of his/her subordinates closely, 4.4. give consideration to others before doing anything.

5) **Phase III:** for the objective 3: to develop a model to enhance leadership of middle administrators of Saint Gabriel Foundation Schools in Thailand.

The researcher has designed and developed the model from the findings of phase 1 and 2 which were tested by a committee of experts using the connoisseurship model. The researcher set up the Connoisseurship meeting at Assumption University, in room C81 on Friday 27th July, 2012 in order to evaluate and comment on the proposed model. There were 10 experts consisting of 6 Educational Leadership experts and 4 brother leaders who are well known and well-respected as Saint Gabriel Foundation School leaders and have experience in leading schools or other educational organizations for at least 5 years.

After the proposed model had been analyzed and examined by the group of experts, the revision has been made according to their consensus and comments in order to increase its efficiency and effectiveness. The researcher gathered all the comments and suggestions for the model adjustment. Lastly, the model was approved by the experts. The validated model shows a model for middle administrators of Saint

Gabriel Foundation Schools in Thailand, demonstrated at 4 layers; the first core layer is represented as the final outcome which is Vision, Mission of Saint Gabriel Foundation in Thailand, the second layer represents the characteristics of middle administrators, the third layer represents leadership theories applied to the model, and the fourth layer represents to the four factors which are the top priority need of accordingly in order to achieve the Middle Administrators' goal for Saint Gabriel Foundation Schools.

CONCLUSION

According to the research objectives, the development of leadership model for middle administrators of Saint Gabriel Foundation Schools in Thailand are presented in order to create a model as a pattern for middle administrators in 11 schools. The researcher's determination to illustrate for teachers so as to use this information for improving middle administrators in major characteristics. The method of content analysis and descriptive analysis were used to explore and identify these. The model was developed from the findings and approved by the focus group experts. The PNI_{modified} was determined to prioritize activities. The research finding were presented into three parts as follows:

Part I: for the objective 1. To identify the most desirable leadership characteristics of middle administrators of Saint Gabriel Foundation Schools in Thailand. By using the content analysis method, the researcher found that the most desirable characteristics are in 4 dimensions 1) courage 2) creative 3) confident 4)

caring. These four characteristics are at a high level. All characteristics are necessary for middle administrators of Saint Gabriel Foundation in Thailand for efficient mission.

Part II: for the objective 2. To explore the leadership characteristics of middle administrators of Saint Gabriel Foundation Schools in Thailand.

The research findings are presented on the respondent's personal information. The respondents of 1,180 teachers are from 11 schools of Saint Gabriel Foundation. The majority of education level is Bachelor Degree with working experience for more than 15 years. The researcher found that the characteristics of leadership characteristics after PNI ^{modified} were : characteristic 1) courage which consists of 1.1 identifies frustrating behaviors of others, 1.2 informs others if they do something inappropriate, 1.3 asks for advice when facing problems 1.4, tells others what he/she thinks not what they want to hear. Characteristic 2) creative with consists of changes his/her ways of working, 2.2 searches for new information, not using the existing information, 2.3 has different ideas 2.4 builds on the ideas of others. Characteristic 3) confident which consists of 3.1 has comfort related to business ventures that involve uncertainty, 3.2 asks others to express different thoughts, 3.3 likes his/her opinions being challenged 3.4 dares to take risks to get quick results 4) caring which consists of 4.1, treats people as the most important asset, 4.2 knows strengths and weaknesses of others to help them develop or improve, 4.3 takes care of his/her subordinates closely, 4.4. gives consideration to others before doing anything.

Part III: for the objective 3: to develop a model to enhance educational leadership of administrators of Saint Gabriel Foundation Schools in Thailand. The model is developed based on educational leadership characteristics from Path-Goal, Transformational, and Trait Theories to identify the most desirable leadership characteristics and to explore the leadership characteristic and practices. The outcome of the model is for the Middle Administrators of Saint Gabriel Foundation Schools. This model was proposed to the experts for model validation in focus group which was conducted by the researcher at Graduate School of Education, Assumption University of Thailand. The researcher gathered all the comments and suggestions for the model adjustment. Lastly, the model was approved by the experts. The validated model shows a Model for Administrators of Saint Gabriel Foundation Schools in Thailand which are demonstrated as 4 layers; first core layer is represented to the final outcome which is Vision & Mission of Saint Gabriel Foundation, second layer is as a representative to Leadership Competencies, third layer is as a representative to the Leadership Theories applied into the model and the fourth layer is as a representative to the four characteristics which are the top priority need in order to achieve the Middle Administrators' goal of Saint Gabriel Foundation Schools.

Discussion

To explore the Educational leadership characteristics and practices of middle administrators of Saint Gabriel Foundation Schools in Thailand. The findings show that the behaviors as being characteristics of effective leadership fall into the four characteristics namely: 1) courage 2) creative 3) confident 4) caring. The

researcher used PNI_{modified} in this stage to find the priority of the characteristic. The characteristics and priority of the model are described in the following paragraphs.

- 1) **Courage:** Results show that the opinion of experts to middle administrators' characteristics of Saint Gabriel Foundation in Thailand in every item is of high level. This priority: identifies frustrating behaviors of others, informs others if they do something inappropriate, right, asks for advice when facing problems and tells others what he/she thinks not what they want to hear. The trust and respect of their followers by doing the right thing rather than ensuring they do things right (Kevin E. Kelloway & Julian Barling.2000).
- 2) **Creative:** Results show that the opinion of experts in relation to middle administrators characteristics of Saint Gabriel Foundation in Thailand in every item is of high level. This priority: builds on ideas of others, changes his/her ways of working, reaches for new information, not using the existing information and has different ideas. Leaders have creativity to achieve levels of performance beyond their own expectations and to think about old problems in new ways (Kevin E.Kelloway & Julian Barling.2000)
- 3) **Confident:** Results show that the opinion of experts in relation to middle administrators characteristics of Saint Gabriel Foundation in Thailand in every item is of high level. This priority: has comfort related to business ventures move than to value uncertainty, likes his/her opinions being challenged, asks others to express different thoughts and dares to take risks to get quick results. This item is descriptive of leaders who communicate high expectations to followers, improving them through

motivation to become committed to and be part of the shared vision of the organization (Bass.1985)

4) **Caring:** Results show that the opinion of experts in relation to middle administrators characteristics of Saint Gabriel Foundation in Thailand in every item is of high level. This priority consists of known strengths and weaknesses of help them develop or improve, gives consideration to other before doing anything, takes care of his/her subordinates closely and treats people as the most important asset. This caring is representative of leaders who provide a supportive climate in which they listen carefully to individual needs of followers as coaches and advisers while trying to assist followers in becoming fully actualized, appreciating and responding to their needs and recognizing and celebrating their achievements (Bass 1985).

To develop a model to enhance leadership of administrators of Saint Gabriel Foundation Schools in Thailand. A development of middle administrators model of Saint Gabriel Foundation in Thailand. There are resolutions of the VII Provincial Chapters for the lay teachers, the mainstay of the schools, be given proper formation training and active participation in the administration of the schools. From 1986 onwards, the recommendations by the Provincial Education Commission to the Chapter to take concrete action in Saint Gabriel schools, so that the middle administrators are very important for effective schools. Development experiences are deemed essential to leadership development. There are formal programs, coaching, job assignment, mentoring, self analysis, networks, reflection, action learning and outdoor challenge (David & Stanley.2001). As the professional development model is

concentrated on the priority of improvement while Continuous Professional Development (CPD) shows that as a leaders of CPD, inspectors will be looking at what administrators do in relation to CPD: leadership shows clear vision, a sense of purpose and high aspirations for the school with a relentless focus on student achievement, Strategic planning reflects and promotes the school's ambitions and goals. Inspire, motivate and influence staff and students. Create effective teams, knowledge and innovative leadership of teaching and the curriculum; provide good role models for other staff and students (Bubb & Earley 2005). In judging the effectiveness of the school's management of CPD, it is also crucially important to understand the training and development cycle. The model consists of six stages namely: 1) identification of training and development needs, 2) analysis of training and development needs, 3) planning & designing of training and development programmers, 4) implementation of training and development, 5) monitoring of training and development and 6) evaluation of training and development and its impact. As the model shows four layers of circles, an inner circle refers to the completed product of the model: vision & mission of Saint Gabriel Foundation in Thailand. The second layer refers to the leadership competencies applied to the model. The third layer refers to transaction leadership and transformation leadership applied to conceptual framework of a development model. The fourth layer refer to four factors and the priority activities which the middle administrators or leaders must be concerned about for effective administration. This information provided the right practice and good decision making to the Saint Gabriel Foundation School Leaders to

plan effectively for the next stage of continuous professional development. The plan should also concern short term and long term strategies with the clear goal to develop the middle administrators and the achievement of Saint Gabriel Foundation in Thailand.

Implications

The results of this study confirm the literature to study the middle administrators characteristics by using the theories namely, The Path-Goal Theory, Contingency Theory, Situational Leadership Theory, Transformational, Transactional, Trait Approach, and Skills Approach. In managing the changes, to respond toward internal and external environment challenges, were required for middle administrators in administrative positions to follow the fundamental understanding of the basic issues. This research-based model could encourage them to consider their current role towards effective administration and management with necessary leadership skills. The four dimensions are recommended to apply to Saint Gabriel Foundation Schools in Thailand. Therefore, the middle administrators with high qualification in administration can play their roles to reach the common goals. Meanwhile the middle administrators and their followers should have mutual understanding, determination, the same purpose to achieve the vision & mission of Saint Gabriel Foundation in Thailand. The middle administrators should constantly monitor the internal and external organization environments and maintain successful institutions through practicing effective middle administrators' model.

The implementation of this developing model for middle administrators' professional growth is best achieved by the integration of theory and practice.

Why: The reason is to enable them to view developments from a whole-school perspective. Middle administrators themselves are reported as accepting responsibility for monitoring, evaluating and taking action on unsatisfactory teaching within their departments as well as recognizing that departmental planning is needed to take an intuitive awareness of whole-school policy and priorities.

Professional development for middle administrators needs to be extended through pre-service, induction, career changes. Today's middle administrators need relevant and practical training that will give them the knowledge and skills they need to deal with managerial operations of schools, legal issues, problem analysis, and various interpersonal skills related to special education administration (Balt, 2000). Programs for middle administrators preparation must integrate coursework and field-based experiences to allow interns to apply special education competencies and skills in schools.

How: The program of leadership development workshops could implement two programs:

A short term program designed for being an effective academic leadership program directors to understand the complex skill sets of effective academic leadership based on the model.

A long term program focus on management in organizational culture and environmental challenges on academic leadership effectiveness. It is necessary to provide an organized group of service-oriented leaders to the greater school community: Retreat Resources and Activities; Transitions Leadership Retreat; Metaphors to Learn By The Butterfly Story, and Event Reflection and Assessment

Recommendations

A Development of Leadership Model for Middle Administrators of Saint Gabriel Foundation Schools in Thailand was the heir and benefits of the Montfort Brothers of Saint Gabriel. The 11 schools that have educated students for a long time as can be seen by the successful outcome of the students. As educators, the success is not only the wish or desired goal but also to become professional educators with efficiency. This is the most desirable goal for the Saint Gabriel Foundation Schools. This research found that the most necessary requirements to develop in all 11 schools are; school leader, administrators, teacher leaders. Vision & Mission are also important for colleagues and students. A development for middle administrators is introduced through transformational leadership which is able to enhance the quality of middle-administrators. From this study the recommendations are presented to the school leaders, the teachers, Saint Gabriel Foundation in Thailand and future researchers.

Recommendation to the School Leader

The school leader, especially the position of Director should be concerned about the characteristics of middle leadership administrators because they are the key persons between leaders and followers. This emphasizes that leadership is not only a duty or routine but is a process of interaction with people to achieve the same goal. Middle administrators have to work hand in hand with their followers. For school leaders,

1. They can apply transformational leadership for improving and developing the performance of followers to their fullest potential and support. Middle

administrators should have intellectual stimulation, inspirational motivation, idealize influence and individualized consideration.

2. School leaders must be concerned about educational characteristics of effective leaders. These are courage, creative, confident and caring that are indeed an integral part of leadership. These characteristics are the indicators to lead middle administrators in reaching the vision & mission of Saint Gabriel Foundation.

3. The school leaders have to be concerned about middle administrators' characteristics. Developments which can organized to motivate the ability of middle administrators are; Professional training; eg. short courses in workshops and conferences, emphasizing practical information and skills. Professional education; eg. long courses emphasizing theory and research based knowledge: Professional support; eg. conduct activities that aim to develop on the job experience and performance, on-going formation for middle administrators.

Recommendation to the Saint Gabriel Foundation in Thailand

Saint Gabriel Foundation in Thailand consists of the brothers which are based on the religious belief in Catholic Church principles. The Gabrielite brothers were founded by Saint Louis Mary De Montfort. The brothers have the mission in educating the youth as the 29th general Chapter recalls: The policy framework enunciated in this document is meant to nurture the full realization of the vision of Montfortian education following the signs of our times, not only in our formal institutions, but also in other spheres of mission (Montfortian Education Charter .p.7.2010) So the findings of this research, these recommendations were suggested;

1. Saint Gabriel Foundation in Thailand could support the middle administrators to implement the model and transformational theory into practice in all 11 schools of Saint Gabriel Foundation in Thailand.

2. Saint Gabriel Foundation in Thailand could enhance the middle administrators characteristics in 11 schools in Saint Gabriel Foundation in Thailand for more effective administration.

3. Saint Gabriel Foundation in Thailand could continue practicing this model in order to develop the methodology that arouse intellectual curiosity in teachers.

Recommendation to the Future Researcher

The study of a development of Leadership Model for Middle Administrators of Saint Gabriel Foundation Schools in Thailand shows that the characteristics respond to the institution's policy according to the philosophy of the Montfort Brothers of Saint Gabriel, vision, mission, goals and objectives. Therefore, based on the findings of this research, the following recommendation for further researcher were suggested;

1. Future research could investigate how the model could be modified to the individual requirements of the Saint Gabriel Foundation schools in Thailand in order to develop a better model to suit each school

2. Future research could explore the application of the model as it impacts on middle administrators' operational performance with staff under their care in each individual school;

3. Future research could develop strategies to potentially reveal additional variables important to analyzing the impact of middle administrators' overall effectiveness in each individual school.

REFERENCES

- Anderson, N. , & King, N. (1993). Innovation in organizations. In C. L. Cooper & I. T. Robertson (Eds.), *International Review of Industrial and Organizational Psychology* (pp. 1–34). Chichester: Wiley.
- Annabel C. Beerel (2009). *Leadership and Change Management, goodwill express* (pp.64)
- Avolio, B. J. , & Bass B. H. (1995). Individual consideration viewed at multiple levels of analysis: A multiframework for examining the diffusion of transformational leadership. *Leadership Quarterly*, 6, 188-218.
- Balt, S. D. (2000). *Preparing principals for leadership in special education*. (Doctoral dissertation, University of California Riverside, 2000). *Dissertation Abstracts International*, 6(06A), 2112.
- Batunywa, W. S. (2000). *A hand book of business management*. Kampala: Ugandan Press.
- Bass, B. M. (1985). *Leadership and performance beyond expectation*. New York: Free Press.
- Bass, B. M. (1993). *Transformational Leadership: A response to critiques Leadership Theory and Research: Perspectives and Directions* (pp.49-80). SanDiego, C. A: Academic Pass.
- Bass, B. M. (1995). *Theory of transformational redux*. *Leadership Quarterly*, 6: 463-478.
- Bass, B. M. , & Avolio B. J. (1990). *The implications of transactional and transformational leadership for individual, team, and organizational*

- development. Research in Organizational Change and Development, 4, 231-272.
- Bass, B. M. , & Avolio, B. J. (1993). Transformational leadership: A response to critiques. In M. M. Chemers & R. Ayman (Eds.), Leadership theory and research: Perspectives and direction San Diego, CA: Academic Press, (49-88).
- Bass, B. M. & Avolio, B. J. (Eds.). (1994). Improving organizational effectiveness through transformational leadership. Thousand Oaks, CA: Sage Publications.
- Bass, B. M. , & Avolio, B. J. (1994). Transformational Leadership and Organizational Culture. International Journal of Public Administration, 17(3), 541-554.
- Bass, B. M. & Bass, R. (2008). The Bass handbook of leadership: Theory, research, and managerial applications (4th ed.). New York: Free Press.
- Bass; Bernard M., Bruce J. Avolio, Dong I. Jung, and Yair Berso. (2003) "Predicting Unit Performance by Assessing Transformational and Transactional Leadership." *Journal of Applied Psychology* 88: 20718.
- Bass, B., & Riggio, R. (2006). Transformational Leadership. Routledge.
- Bell, D. (1996) "Subject specialist, co-ordinator, leader or manager? " in paper presented to the British Educational Research Association Annual Conference Lancaster University.
- Blanchard, K. H. , Zigarmi, D. & Nelal, B. R. (1987). Situational leadership: Different strokes for different folks. Principal, March: 12-16.
- Blanchard, K. , Zigarmi, D. , & Nelson, R. (1993). Situational leadership after 25 years: A retrospective. Journal of Leadership Studies, 1(1), 22-36.
- Borkowski, N. (2008). Organizational Behavior, Theory, and Design in Health Care. Jones & Bartlett Publishers.

- Bowman, R. F. (2004). Teachers as leaders. *The Clearing House* 77(5): 187-89.
- Briggs, A. R. J. (2002) 'Academic Middle Managers in Further Education: Reflections on Leadership', *Research in Post-Compulsory Education* 6(2): 223-36.
- Bryman, A. (1992). *Charisma and leadership in organizations*. London: Sage.
- Bubb, S and Earley, P (2005) How schools take responsibility for staff professional development, paper presented at European Educational Research Association conference, Dublin, 7-10 September.
- Burns, J. (1978). *Leadership*. New York, NY: Harper & Publishers. Kellerman, B.Ed. 1984. *Leadership*.
- Burns, J. M. (1978). *Leadership*. New York: Harper and Row.
- Bush, T. (1995), *Theories of Educational Management: Second Edition*, London, Paul Chapman.
- Busher, H. & Harris, A. (1999). *Leadership of school subject areas: Tensions and dimensions of managing in the middle*. *School Leadership and Management*, 19(3), 305-317.
- Carlson, R. (1996). *Reframing and reform: Perspectives on organization, leadership and school change*. WhitePlains, NY: Longman.
- Cheng. (1997). *Educational Administration*. Hong Kong: Open Learning Institute.
- Cheng, Y. C. (1991). *Strategies for conceptualizing research on school administration: An effectiveness approach*. *Education Journal*, 19(1), 69-81.
- Cheng, Y. C. (1996). *School Effectiveness and School-Based Management: A mechanism for Development*, London: Falmer Press.

- Creswell, J. & Tashakkori, A. (2007). Differing perspectives on mixed methods research. *Journal of Mixed Methods Research*, 1 (4), 303-308.
- Crowther, F. & Olsen, P. (1997). Teacher as leaders – an exploratory framework. *International journal of educational management*. 11(1), pp.6-13.
- Cole, G.A. (2002). The administrative theory and workers' motivation, Zante institute of administration Press Ltd, ABU Zaria, Nigeria.
- Danielson, C. (2006). Teacher leadership that strengthens professional practice. Alexandria, VA: ASCD.
- David V.D., & Stanley M.H. (2001). *Leadership Development: A Review of Industry Best Practices*. Fort Leavenworth Research Unit.
- Dubrin, A. J. (2003). *Essentials of Management*. (6th ed.). South-Western College Publishing: Thomson Learning.
- Fee, Kenneth (2001). A guide to management development techniques: what to use when. Kogan Page Limited London.
- Fleishman and J.G. Hunt (1973). *A theory of leadership effectiveness*. New York: McGraw-Hill. (Bell 1996) "Subject specialist, coordinator, leader or manger?" in paper presented to the British Education Research Association Annual Conference Lancaster University.
- Flecknoe M (2000) Can continuing development for teachers be shown to raise pupils' achievement? *Journal of In Service ... School Leadership and Management*, 22, 421– 437. Fraser.
- Fiedler, Fred E. (1967). *A Theory of Leadership Effectiveness*. New York, NY: McGraw-Hill.
- Fiedler (1978). Fiedler, F. E. (1971) *Leadership*, New York: General Learning Press.

- Fratelli di San Gabriele (2010) Monfortian Education Charter, Monfortian Education for the 21st Century: Roma, Italy.
- Goleman, D. (2000). 'Leadership that Gets Results'. Harvard Business Review, March-April.
- Goleman, D., Boyatzis, R. & Mckee, A. (2002). *The New Leaders*. London: Little Brown.
- Glover, D., Miller, D., Gambling, M., Gough, G. and Johnson, M. (1998a), *Subject Leaders: Work, Organisation and Professional Development*, Keele, Keele University.
- Glover, D., Gleeson, D., Gough, G. and Johnson, M. (1998b), The meaning of management: the development needs of middle managers in secondary schools, *Educational Management and Administration*, 26 (3), 279-292.
- Gunter, H. M. (2001) *Leaders and Leadership in Education*, London
- Hannay, L. M.; Erb, C. S. & Ross, J. A. (2001). Building change capacity within secondary schools through goal-driven and living organizations. *School Leadership & Management*; 21 (3), 271-87 Aug.
- Harris, A and Benett, N. (1995) *Managing Professional Teachers*. London: Paul Chapman Publishing.
- Harris, A and Benett, N. (2001). School effectiveness and school. *Alternative perspectives*. Pages 1-4. London; Continuum.
- Hater, J., & Bass, B. (1988). Superiors' evaluation and subordinates' perceptions of transformational and transactional leadership. *Journal of Applied Psychology*, 73, 695-702.

- Hence, Brown, M. Rutherford, D., & Boyle, B. (2000). Leadership for school improvement: the role of the head of department in UK secondary schools. *School Effectiveness and School Improvement*, 11(2), 237-258.
- Hersey, P., & Blanchard, K.H. (1969). Life cycle theory of leadership. *Training and Development Journal*, 23(2), 26-34.
- Hersey, P., & Blanchard, K.H. (1974). So You Want to Know Your Leadership Style? *Training and Development Journal*, February 1974, 1-15.
- Hersey, P. & Blanchard, K.H. (1977). *Management of Organizational Behaviour : Utilizing Human Resources*. (3rd ed). USA: Prentice Hall INC.
- Hersey, P., & Blanchard, K.H. (1982). *Management of organization behavior: utilizing human resources* (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Hollander, E. F. J. (1978). *Leadership dynamics*. New York: Free Press.
- Howell, J. M. , & Avolio, B. J. (1989). Transformational versus transactional leadership: How they impact innovation, risk-taking, organization structure and performance. Paper presented at the National Meeting of the Academy of Management, Washington, DC.
- Howell, J.M., & Avolio, B.J. (1993). Transformational leadership, transactional leadership, locus of control, and support for innovation: Key predictors of consolidated business unit performance. *Journal of Applied Psychology*, 78, 891-902.
- House, R.J. and Mitchell, T.R. (1974). Path-goal theory of leadership. *Contemporary Business*, 3, Fall, 81-98
- Johnson, B., & Christensen, L. (2012). Educational research: Quantitative, qualitative, and mixed approaches. Los Angeles, CA: SAGE publication.

- Katz, R. L. (1955). Skills of an effective administrator. *Harvard Business Review*, 33(1), 33-42.
- Kelloway, E. K., & Barling, J. (2000). What we have learned about developing transformational leaders. *Leadership and Organization Development Journal*, 21, 355-362.
- Killian, S. (2007). The ABC of Effective Leadership: A Practical Overview of Evidence Based Leadership Theory. Australian Leadership Development Centre.
- Kirkpatrick, S. A., & Locke, E. A. (1991). Leadership: Do traits matter? *The Executive*, 5, 48-60.
- Kotter, J. (1999). *What Leaders Really Do*. Harvard Business School Press.
- Kouzes, J.M. and Posner, B.Z. (2001). Bringing leadership lessons from the past into the future, in Bennis W; Spreitzer, G.M and Cummings T.G. (eds). *The future of leadership*, San Francisco, Jossey-Bass.
- Krahenbuhl, (2004). *Building the Academic Deanship: Strategies for Success* Greenwood Publishing Group, Apr 30, 2547 BE - 244 pages.
- Ladyshevsky R. K. (2007). I strategic approach for integrating theory to practice in leadership development. *Leadership & Organization Development Journal*, 28(5), 426-443.
- Lashway, L. (1997). Leadership strategies. *Research Roundup*, 13(2), 27-31.
- Lashway, L. (1996). The strategies of a leader. *ERIC Digest*, 105.
- Law, S & Glover, D. (2000). *Educational Leadership and Learning: Practice, Policy, and Research*. Open University press; Buckingham.

- Leithwood, K., & Jantzi, D. (1990). Transformational leadership: How principals can help reform cultures. Paper presented at the Annual Meeting of the Canadian Association for Curriculum Studies.
- Leithwood, K.A. (1992). The Move Toward Transformational Leadership Educational Leadership Leadership, 49(5), 8-12.
- Leithwood, K., Jantzi, D., & Steinbach, R. (1998). Changing leadership for changing times. Buckingham: Open University Press.
- Lewis, P.S., Goodman, S.H., & Fandt, P.M. (2001). Management: Challenges in the 21st century. (3rd ed.). South-Western College Publishing Thomson Learning.
- Lodge, C. (1999), 'From head of year to year curriculum co-ordinator and back again?' Pastoral Care in Education, 17 (4), 11-16.
- Lowe, K.B., Kroeck, K.G., & Sivasubramaniam, N. (1996). Effectiveness correlates of transformational and transactional leadership: A meta-analytic review of the MLQ literature. Leadership Quarterly, 7, 385-425.
- Luecke, R. (2002). Hiring and keeping the best people (p.109). Boston, Massachusetts: Harvard Business School Press.
- Lussier, r. n., achua, c.f. (2007) effective leadership. Thomson south western.
- Maslow, A. H. (1954), Motivation and Personality, Harper and Row, New York, NY.
- McCaughey, C. D., & Hughes-James, M. (1994). An evaluation of the outcome of a leadership development program. Greensboro, NC: Center for Creative Leadership.
- McCaughey, C.D., & Velsor, E.V. (2003). The Centre for Creative Leadership Handbook of Leadership Development (eds.). National College for School Leadership.

- McElroy, J.C., & Stark, E. (1992). A thematic approach to leadership training. *Journal of Managerial Issues*, 4, 241-253.
- McGarvey and Marriott (1996). A study of Auxiliary support in sum primary classrooms: Extra hands and Extra eyes. *Educational Research*, 38(3). 293-305
- McGarvey, B. & Marriott, S. (1997). The role of the core subject coordinator in supporting differentiation in Northern Ireland primary schools. *School Leadership and Management*.
- Metcalf, C & Russell, S. (1997), The role of subject leaders in monitoring the work of teachers in secondary schools: the quest for consistency? Paper presented to the annual conference of the British Educational Research Association, York, 11-14 September
- Nahavandi, A. (2003). *The Art and Science of Leadership*, Pearson Education, Upper Saddle River.
- Nelson, B. , & Economy, P. (2005). *The Management Bible*. Wiley.
- Noaa Corps. (2008, February 13). Leadership Development Framework. Retrieved October 5, 2007 from hyperlink "<http://www.corpscpc.noaa.gov/careermgmt/pdf/Leadership%20Development%20%09Framework.pdf>" www.corpscpc.noaa.gov/careermgmt/pdf/ Leadership Development Framework.pdf.
- Northouse, P. (2004). *Leadership: Theory and practice* (3rd ed.). Thousand Oaks, CA: Sage.
- Northouse, P. G. (2007). *Leadership Theory and Practice* (4th ed.). Sage Publications.
- Northouse, P. G. (2010). *Leadership: Theory and practice* (5th ed.). Thousand Oaks, CA: Sage.

- NSSE (National Society for study of Education), (1990) Educational leadership and changing contexts of families, communities and schools.
- Ohlott, P. J. (2003, November/December). Answering the call Job Assignments that grow leaders. *Leadership in Action*, 23(5), 18-19.
- Popper, M., Landau, O., & Gluskos, U.M. (1992). The Israeli defence forces: An example of transformational leadership. *Leadership and Organization Development Journal*, 13, 3-8.
- Price, Ted (2008) WE CAN DO IT: Preparing Leaders to Lead in Alternative Education Schools National Forum Of Educational Administration And Supervision Journal Volume 26, Number 4, 18-22.
- Ramsden, P. (1998). Learning to lead in higher education. London: Routledge.
- Reddin, W. J. (1967) The 3-D management style theory. *Training and Development Journal*, 21(4), 8-17.
- Ritchie, R. (1997) "The subject coordinator's role and responsibilities in primary schools" paper presented at the British Educational Research Association Annual Conference University of York.
- Robbins, S., Millet, B., & Waters-Marsh, T. (2004). *Organizational Behaviour*. Prentice Hall.
- Sammons, P., West, A. and Hind, A. (1997), "Accounting for variations in pupil attainment at the end of key stage one", *British Educational Research Association Journal*, 23(4): 486-511.
- Sergiovanni, Thomas J. (1990). "Adding Value to Leadership gets Extraordinary Results". *Educational leadership*, 47, 8.(May 1990): 23-27 EJ 410 204.

- Silins, H. C. (1993). Leadership for school reform: A test of a transformational and transactional model (Doctoral dissertation, University of Maryland, 1992).
 Dissertation Abstracts International, 53(2198A).
- Silins, H. , (1994). The relationship between transformational and transactional leadership and school improvement outcomes. School Effectiveness and School Improvement 5(3), 272-298 Annual Meeting, Atlanta, GA.
- Smylie, M. (1992). Teacher participation in school decision making: Assessing willingness to participate. Educational Evaluation and Policy Analysis, 14(1), 53-67.
- Stogdill, R.M. (1948). Personal Factors Associated with Leadership: A Survey of the Literature. Journal of Psychology, 25, 35-71.
- Stogdill, R.M. (1974). Handbook of leadership: A survey of the literature , New York : Free Press.
- Taylor, F. W. (1911). The principles of scientific management. New York: Harper & Brothers.
- Tichy, N. M. & Devanna, M. A. (1986). The Transformational Leader. New York, NY: John Wiley.
- Turner, C. and Bolam, R. (1998), 'Analysing the role of the head of department in secondary schools in England and Wales: towards a theoretical framework', School Leadership And Management, 18 (3), 373-388.
- Sergiovanni, Thomas J. (1990) "Adding Value to Leadership Gets Extraordinary Results." Educational Leadership 47, 8 (May : 23-27. EJ 410 204.
- Tozer, J. (1997). Leading Initiatives, Leadership, Teamwork and the Bottom Line, Butterworth Heinemann, Australia.

- Vanichvasin Patchara. (2009). A Development Model of Innovative Leadership Competencies in Selected Leaders in Thailand. Graduate School of Education, A Doctoral Dissertation, Assumption University of Thailand.
- Vroom, V. H. and Yetton, P. W. (1973). Leadership and decision-making. Pittsburg : University of Pittsburg Press.
- Weber, M. (1947). Max Weber: The theory of social and economic organization, A. M. Henderson & T. Parsons (Trans.). New York: The Free Press.
- Wettersten, J. A. (1994) Low Profile, High Impact: Four Case Studies of High School Department Chairs Whose Transactions “Transform” Teachers and Administrators. Paper presented at the Annual Meeting of the American Educational Research Association New Orleans, LA
- Whitsett, G. (2007). Perceptions of leadership styles of department chairs. College Student Journal, 41(2), 274-286. Mobile, AL: Project Innovation, Inc.
- Wise, C. (2001), The monitoring role of the academic middle manager in secondary schools', Educational Management and Administration, 29 (3), 333-341.
- Yammarino, F.J. and Bass, B.M. (1990). “Transformational Leadership and Multiple Levels of Analysis”, Human Relations, 43(10): 975-995.
- Yammarino, F. J. , Spangler, W.D., & Bass, B.M. (1993). Transformational leadership and performance: A longitudinal investigation. Leadership Quarterly, 4, 81-102.
- Yukl, G. (1998). Leadership in Organisations. Englewood Cliffs: Prentice-Hall.

- Yammarino, F.J. , Spangler, W.D., & Bass, B.M. (1993). Transformational leadership and performance: A longitudinal investigation. *Leadership Quarterly*, 4, 81-102.
- Zaccaro, S. J. , Kemp, C. , & Bader, P. (2004). Leader traits and attributes. In J. Antonakis, A. T. Cianciolo, & R. J. Sternberg (Eds.), *The nature of leadership* (pp. 101-124). Thousand Oaks, CA: Sage.
- Zigarmi, D. , Edeburn, C. , and Blanchard, K. (1993). *The Reliability and Validity of the LBAII*, 2nd Edition. Escondido, CA: Blanchard Training and Development Inc.

APPENDICES

APPENDIX A

**Names of 11 Schools in Saint Gabriel Foundation which are educated
in basic education.**

No.	Name of School
1.	Assumption College Bangkok
2.	Saint Gabriel's College, Bangkok
3.	Assumption College Thonburi, Bangkok
4.	Assumption College Samutprakarn
5.	Assumption College Sriracha, Chonburi
6.	Assumption College Rayong
7.	Saint Louis College, Chachoengsao
8.	Montfort College, Chiangmai
9.	Assumption College, Lampang
10.	Assumption College, Nakhonratchasima
11.	Assumption College, Ubonratchathani

APPENDIX B

Research Questionnaire

Topic: A DEVELOPMENT OF LEADERSHIP MODEL FOR MIDDLE ADMINISTRATORS OF SAINT GABRIEL FOUNDATION SCHOOLS IN THAILAND

Explanation:

1. This questionnaire aims to study the expected performance degree of important and the actual performance degree of occurrence of Middle Administrators of Saint Gabriel Foundation Schools in Thailand
2. This questionnaire is divided into two parts, namely;

Part I Questions about the condition of the respondents, 5 questions

Part II Questions about the expected performance degree of important and the actual

performance degree of occurrence of the Middle Administrators of Saint Gabriel Foundation Schools in Thailand

The respondent who answered all the questions are teachers who teach in 8 core curriculum subjects at present

The answers will not affect yourself and your job in any circumstances but of great help to this research to develop the Leadership model of Middle Administrators of Saint Gabriel Foundations Schools in Thailand

The researcher would like to thank you for any help you can extend on his behalf.

Part I. General Information

Please choose the category for each question that best describes you (Check one).

1. Gender

Male Female

2. Age

25 or below 26 to 35
 36 to 45 46 to over

3. Level of education

- High school or below Diploma
 Bachelor Degree Master degree
 Ph.D

4. Work Experience

- 1-5 years 6-15 years
 15 years and over

5. School

- Assumption College, Bangkok
 Saint Gabriel's College, Bangkok
 Assumption College Thonburi, Bangkok
 Assumption College, Samutprakarn
 Assumption College Sriracha, Chonburi
 Assumption College, Rayong
 Saint Louis College, Chachoengsao
 Montfort College, Chiangmai
 Assumption College, Lampang
 Assumption College, Nakhonratchasima
 Assumption College, Ubonratchathani

Part II. Question about the Expected Performance Degree of Important and the Actual Performance Degree of Occurrence

Instruction

Please read all items carefully and rate the score on both sides according to your opinion by putting an x in the 1 – 5 column. The left side for the expected performance according to the degree of important. The right side stands for the actual performance according to the degree of occurrence.

expected performance representing				
1	2	3	4	5
Very low	Low	Moderate	High	Very High

The numeral rating of 1 – 5 degree of actual performance representing				
1	2	3	4	5
never happen (example 0 out of 10 times)	seldom happen (example 2 out of 10 times)	happen sometimes (example 5 out of 10 times)	often happen (example 7 out of 10 times)	always happen (example 10 out of 10 times)

How to complete this;

Item 1 – Middle Administrator search for new ways of doing things. If the expected performance is high that Middle Administrator will search for new way of doing things.

Put an x in column 4. If the actual performance is seldom that Middle Administrator search for new way of doing things. Put an x in column 2.

Expected Performance Degree of IMPORTANT					MIDDLE ADMINISTRATOR					Actual Performance Degree of OCCURRENCE					
1	2	3	4	5						1	2	3	4	5	
Very low	Low	Moderate	High	Very High						Never	Seldom	Sometimes	Often	Always	
CREATIVE															
					1. tries new ways of doing things										
					2. likes to solve problems										

Expected Performance Degree of IMPORTANT					MIDDLE ADMINISTRATOR	Actual Performance Degree of OCCURRENCE				
1 Very low	2 Low	3 Moderate	4 High	5 Very High		1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
					3. searches for new information, not using the existing information					
					4. changes his/her ways of working					
					5. see things positively					
					6. adapts to changes that occur					
					7. has different ideas					
					8. supports his/her own ideas with others energetically					
					9. builds on ideas of others					
					10. search for new ways of doing things					
					11. present his/her idea to other for different perspective					
					12. is flexible to changes					
					13. uses internet to get news information					
					14. motivates and creates the fun atmosphere					

Expected Performance Degree of IMPORTANT					MIDDLE ADMINISTRATOR	Actual Performance Degree of OCCURRENCE				
1 Very low	2 Low	3 Moderate	4 High	5 Very High		1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
					15. adapts his/her ideas from others					
COURAGE										
					1. expresses opinions, ideas and recommendations when appropriate					
					2. feels it easy to ask for help from others					
					3. tells others exactly about their behaviors that irritate or displease him/her					
					4. insists others to do fair share of work.					
					5. wants reason to support what he/she is doing					
					6. does not take things personally					
					7. informs others if they do something not appropriate or not right					
					8. says "no" when being unable to do what others want him/her to do					
					9. does not take advantage of others and do not let others take advantage of him/her					

Expected Performance Degree of IMPORTANT					MIDDLE ADMINISTRATOR	Actual Performance Degree of OCCURRENCE				
1 Very low	2 Low	3 Moderate	4 High	5 Very High		1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
					10. tells others what he/she thinks not what they want to hear					
					11. if doesn't know, dares to say that doesn't know					
					12. tells others about his/her strengths and weakness					
					13. identifies frustrating behaviors of others					
					14. asks for advice when facing problems					
					15. praises and reprimands others when doing good things and bad things					
CONFIDENT										
					1. takes decisive actions					
					2. is responsible for his/her actions					
					3. has comfort related to business ventures that involve uncertainty					
					4. likes his/her opinions being challenged.					
					5. believes that he/she can control his/her own work					
					6. values trial and errors					

Expected Performance Degree of IMPORTANT					MIDDLE ADMINISTRATOR	Actual Performance Degree of OCCURRENCE				
1 Very low	2 Low	3 Moderate	4 High	5 Very High		1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
					7. makes his/her own decisions					
					8. is willing to work on new things					
					9. does not give up into negative changes					
					10. does not give up until he/she gets results					
					11. asks others to express different thoughts					
					12. is eager to learn new things					
					13. continues working until he/she achieves although he/she feels negatively with changes					
					14. dares to take risks to get quick results					
					15. works as assigned without waiting					
CARING										
					1. treats people as the most important asset					
					2. recognizes other's performance					
					3. natures relationships with others					
					4. gives consideration to others before doing anything					

Expected Performance Degree of IMPORTANT					MIDDLE ADMINISTRATOR	Actual Performance Degree of OCCURRENCE				
1 Very low	2 Low	3 Moderate	4 High	5 Very High		1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
					5. takes care of his/her subordinates closely					
					6. pays attention to other people's needs					
					7. knows strengths and weaknesses of others to help them develop or improve					
					8. apologizes quickly and sincerely when he/she does unkind things to others					
					9. shows trusts in others					
					10. thinks before he/she speaks so that he/she doesn't hurt other people's feelings.					
					11. supports teamwork					
					12. celebrates others' achievements					
					13. sees the importance of everyone					
					14. is a good supporter and helper of his/her subordinates					
					15. believes in others capabilities					

แบบสอบถามเพื่อการวิจัย

เรื่อง

การพัฒนารูปแบบภาวะผู้นำทางการศึกษาของหัวหน้ากลุ่มสาระการเรียนรู้
ของโรงเรียนในสังกัดของมูลนิธิคณะเซนต์คาเบรียลแห่งประเทศไทย

คำชี้แจง

1. แบบสอบถามฉบับนี้มุ่งที่จะศึกษาพฤติกรรมที่คาดหวังตามความสำคัญและพฤติกรรมที่
แสดงออกตามความถี่ของหัวหน้ากลุ่มสาระการเรียนรู้โรงเรียนในสังกัดของมูลนิธิคณะเซนต์คาเบรีย
ลแห่งประเทศไทย

2. แบบสอบถามฉบับนี้ แบ่งออกเป็น 2 ตอน คือ

- ตอนที่ 1 คำถามเกี่ยวกับสถานสภาพของผู้ตอบแบบสอบถาม จำนวน 5 ข้อ
ตอนที่ 2 คำถามเกี่ยวกับพฤติกรรมที่คาดหวังตามความสำคัญและพฤติกรรมที่
แสดงออกตามความถี่ของหัวหน้ากลุ่มสาระการเรียนรู้โรงเรียนในสังกัดของมูลนิธิคณะ
เซนต์คาเบรียลแห่งประเทศไทยจำนวน 60 ข้อ

คำตอบของท่านไม่มีผลกระทบท่ต่อตัวท่านหรือหน้าที่การทำงานของท่านแต่ประการใด แต่
เป็นประโยชน์ต่อการศึกษวิจัย เพื่อหาแนวทางการพัฒนารูปแบบภาวะผู้นำทางการศึกษาของ
หัวหน้ากลุ่มสาระการเรียนรู้โรงเรียนในสังกัดของมูลนิธิคณะเซนต์คาเบรียลแห่งประเทศไทย

ผู้วิจัยขอขอบพระคุณเป็นอย่างสูง
ในความอนุเคราะห์ครั้งนี้

ตอนที่ 1 ข้อมูลเกี่ยวกับสถานภาพของผู้ตอบแบบสอบถาม
 กรุณาทำเครื่องหมาย ✓ ในแต่ละคำถามที่ตรงกับความเป็นจริง (เลือกเพียง 1 ข้อ)

1. เพศ

ชาย หญิง

2. อายุ

25 ปีหรือน้อยกว่า 26 – 35 ปี
 36 – 45 ปี 46 ปีขึ้นไป

3. ระดับการศึกษา

ระดับมัธยมศึกษาหรือต่ำกว่า ระดับอนุปริญญา
 ระดับปริญญาตรี ระดับปริญญาโท
 ระดับปริญญาเอก

4. ประสบการณ์ทำงาน

1-5 ปี 6-10 ปี
 11 – 15 ปี 15 ปีขึ้นไป

5. โรงเรียนที่ปฏิบัติงานอยู่

โรงเรียนอัสสัมชัญ โรงเรียนเซนต์คาเบรียล
 โรงเรียนอัสสัมชัญธนบุรี โรงเรียนอัสสัมชัญสมุทรปราการ
 โรงเรียนอัสสัมชัญศรีราชา โรงเรียนอัสสัมชัญระยอง
 โรงเรียนเซนต์หลุยส์หึงเขตรา โรงเรียนมงฟอร์ตวิทยาลัยเชียงใหม่
 โรงเรียนอัสสัมชัญลำปาง โรงเรียนอัสสัมชัญนครราชสีมา
 โรงเรียนอัสสัมชัญอุบลราชธานี

ตอนที่ 2 สอบถามเกี่ยวกับพฤติกรรมที่คาดหวังตามความสำคัญและพฤติกรรมที่แสดงออกตามความถี่ของครูผู้สอนกลุ่มสาระการเรียนรู้ในสังกัดของมูลนิธิพัฒนาชนบทตำบลบ้านไร่ อำเภอเมือง จังหวัดพิษณุโลก

คำแนะนำในการตอบแบบประเมิน

กรุณาอ่านข้อความทุกข้ออย่างรอบคอบแล้วให้คะแนนทั้ง 2 ด้านตามความคิดเห็นท่าน โดยการทำเครื่องหมาย (X) ลงในช่อง ช่องด้านซ้าย คือ พฤติกรรมที่คาดหวัง ตามความสำคัญ ช่องด้านขวา คือ พฤติกรรมที่แสดงออก ตามความถี่

คะแนน 1 – 5 สำหรับลำดับความสำคัญที่คาดหวัง	คะแนน 1 – 5 สำหรับความถี่ของการแสดงพฤติกรรม โดยแต่ละคะแนน หมายถึง
โดยแต่ละคะแนน หมายถึง	1 – ไม่เคยแสดงออก (ตัวอย่าง 0 ครั้ง ใน 10 ครั้ง)
1 – คาดหวังต่ำมาก	2 – แสดงออกน้อย (ไม่เกิน 2 ครั้ง ใน 10 ครั้ง)
2 – คาดหวังต่ำ	3 – แสดงออกเป็นบางครั้ง (ไม่เกิน 5 ครั้ง ใน 10 ครั้ง)
3 – คาดหวังปานกลาง	4 – แสดงออกบ่อยๆ (ตัวอย่าง ไม่เกิน 7 ครั้ง ใน 10 ครั้ง)
4 – คาดหวังสูง	5 – แสดงออกเสมอ (ตัวอย่าง แสดงทั้ง 10 ครั้ง)
5 – คาดหวังสูงมาก	

ตัวอย่างการตอบแบบประเมิน:

ข้อ 1 หัวหน้ากลุ่มสาระการเรียนรู้ต้นหว้าใหม่ ๆ ในการทำงาน หากพฤติกรรมที่คาดหวัง คือ ทัศนวิสัยว่าเขา/เธอจะต้นหว้าใหม่ ๆ ในการทำงาน ให้ทำเครื่องหมายกากบาทที่ช่อง 4 ในขณะที่พฤติกรรมที่แสดงออกจริงตามความถี่ คือ แสดงออกน้อยกว่าเขา/เธอต้นหว้าใหม่ ๆ ในการทำงาน ให้ทำเครื่องหมายกากบาทที่ช่อง 2

พฤติกรรมที่คาดหวัง ตามความสำคัญ					พฤติกรรมที่แสดงออก ตามความดี				
1	2	3	4	5	1	2	3	4	5
คาดหวัง ต่ำมาก	คาดหวัง ต่ำ	คาดหวัง ปานกลาง	คาดหวัง สูง	คาดหวัง สูงมาก	ไม่ เคย แสดงออก	แสดงออก น้อย	แสดงออก บางครั้ง	แสดงออก บ่อยๆ	แสดงออก สม่ำเสมอ
ความคิดสร้างสรรค์									
					1. ค้นหาวิธีใหม่ๆใน การทำงาน				
					2. ชื่นชอบกับการ แก้ปัญหา				
					3. แสวงหาข้อมูลใน การทำงานโดยไม่ใช้ ข้อมูลเดิม				
					4. เปลี่ยนวิธีทำงานอยู่ เรื่อยๆ				
					5. มองโลกในแง่ดี				
					6. รู้จักปรับตัวให้ทัน ตามกระแสการ เปลี่ยนแปลง				
					7. มีแนวคิดที่ หลากหลาย				
					8. กระตือรือร้นที่จะ สนับสนุนความคิด ตัวเองให้ผู้อื่น				
					9. ผนวกความคิดตัวเอง กับความคิดของผู้อื่น				
					10. แสวงหาวิธีการ ใหม่ๆ ในการทำงาน				

พฤติกรรมที่คาดหวัง ตามความสำคัญ					พฤติกรรมที่แสดงออก ตามความถี่				
1	2	3	4	5	1	2	3	4	5
คาดหวัง ต่ำมาก	คาดหวัง ต่ำ	คาดหวัง ปานกลาง	คาดหวัง สูง	คาดหวัง สูงมาก	ไม่เคย แสดงออก	แสดงออก น้อย	แสดงออก บางครั้ง	แสดงออก บ่อยๆ	แสดงออก สม่ำเสมอ
					หัวหน้า กลุ่มสาระการเรียนรู้				
					11. เสนอความคิดของ ตนเองกับผู้อื่นเพื่อเห็น ภาพที่แตกต่าง				
					12. ปรับตัวได้กับการ เปลี่ยนแปลง				
					13. ใช้อินเทอร์เน็ตเพื่อ ค้นหาข้อมูลใหม่ๆ				
					14. กระตุ้นและ สร้างแรงบันดาลใจ ในการทำงานให้ลูกศิษยานุ ศิษย์				
					15. ต่อยอดความคิดผู้อื่น				
ความกล้าหาญ									
					1. เสนอความคิดเห็นและ ข้อเสนอแนะเมื่อถึงเวลาที่ ควร				
					2. สามารถพูดขอความ ช่วยเหลือจากผู้อื่นได้				
					3. บอกอย่าง ตรงไปตรงมาเกี่ยวกับ พฤติกรรมที่ทำให้เขา/ เธอ ไม่พอใจ				
					4. เน้นให้ผู้ร่วมงาน ทำงานอย่างไม่เอาเปรียบ				

พฤติกรรมที่คาดหวัง ตามความสำคัญ					พฤติกรรมที่แสดงออก ตามความถี่					
1	2	3	4	5	1	2	3	4	5	
คาดหวัง ต่ำมาก	คาดหวัง ต่ำ	คาดหวัง ปานกลาง	คาดหวัง สูง	คาดหวัง สูงมาก	หัวข้อ กลุ่มสาระการเรียนรู้	ไม่เคย แสดงออก	แสดงออก น้อย	แสดงออก บางครั้ง	แสดงออก บ่อยๆ	แสดงออก สม่ำเสมอ
					5. สนับสนุนการทำงาน อย่างมีเหตุผล					
					6. แยกเรื่องงานออกจาก เรื่องส่วนตัว					
					7. แจ้งให้ผู้ร่วมงานทราบ ถ้าพวกเขากำลังทำสิ่งที่ ไม่ถูกต้อง					
					8. กลับปฏิเสธ เมื่อไม่ สามารถทำตามสิ่งที่ผู้อื่น ต้องการได้					
					9. ไม่เอาเปรียบผู้อื่นและ ไม่ยอมให้ผู้อื่นเอาเปรียบ					
					10. บอกผู้ร่วมงานว่า คิด อย่างไร อาจไม่ใช่สิ่งที่ พวกเขาอยากฟัง					
					11. กล้ายอมรับในสิ่งที่ ตนเองไม่รู้					
					12. บอกผู้ร่วมงานว่ามี จุดเด่นและจุดด้อย ตรงไหน					

พฤติกรรมที่คาดหวัง ตามความสำคัญ					พฤติกรรมที่แสดงออก ตามความดี					
1	2	3	4	5	1	2	3	4	5	
คาดหวัง ต่ำมาก	คาดหวัง ต่ำ	คาดหวัง ปานกลาง	คาดหวัง สูง	คาดหวัง สูงมาก	หัวหน้า กลุ่มสาระการเรียนรู้	ไม่เคย แสดงออก	แสดงออก น้อย	แสดงออก บางครั้ง	แสดงออก บ่อยๆ	แสดงออก สม่ำเสมอ
					13. ระบุพฤติกรรมที่ผู้อื่น ทำแล้วส่งผลให้เขา/เธอ รู้สึก ไม่ดี					
					14. ขอคำแนะนำผู้อื่นเมื่อ มีปัญหาเกิดขึ้น					
					15. ชมเชย เมื่อผู้ร่วมงาน ทำดี และตำหนิเมื่อ ผู้ร่วมงานไม่ดี					
ความมั่นใจ										
					1. ลงมือปฏิบัติอย่างไม่ ลังเล					
					2. กล้ารับผิดชอบในสิ่งที่ ตัดสินใจกระทำลงไป					
					3. กล้าเสี่ยงแม้จะรู้ว่า ความไม่แน่นอนอนเกิดขึ้น ได้ทุกเมื่อ					
					4. ต้องให้ผู้ร่วมงานทำ ทลายความคิดเห็นของตัวเอง เขา/เธอเอง					
					5. เชื่อว่าสามารถควบคุม การทำงานที่รับผิดชอบ ได้					

พฤติกรรมที่คาดหวัง ตามความสำคัญ					พฤติกรรมที่แสดงออก ตามความถี่				
1	2	3	4	5	1	2	3	4	5
คาดหวัง ต่ำมาก	คาดหวัง ต่ำ	คาดหวัง ปานกลาง	คาดหวัง สูง	คาดหวัง สูงมาก	ไม่เคย แสดงออก	แสดงออก น้อย	แสดงออก บางครั้ง	แสดงออก บ่อยๆ	แสดงออก สม่ำเสมอ
					หัวหน้า กลุ่มสาระการเรียนรู้				
					6. การลงมือทดลองถูก เป็น สิ่งที่มีคุณค่า				
					7. ตัดสินใจด้วยตัวเอง				
					8. เต็มใจทำงานที่ไม่เคย ทำมาก่อน				
					9. ไม่ย่อท้อต่อการ เปลี่ยนแปลงในทางลบ				
					10. ไม่ทอดถอนใจกว่าจะ เห็นผลสำเร็จ				
					11. กล้าให้ผู้อื่นแสดง ความเห็นที่แตกต่าง				
					12. ใฝ่ใจในการเรียนรู้สิ่ง ใหม่ๆ				
					13. ทำงานอย่างต่อเนื่อง จนสำเร็จถึงแม้ว่าการ เปลี่ยนแปลงทำให้เขา/ เธอรู้สึกไม่ดี				
					14. กล้าเสี่ยงเพื่อให้ได้ ผลลัพธ์ที่ต้องการอย่าง รวดเร็ว				
					15. ทำงานทันทีเมื่อได้รับ มอบหมายโดยไม่รอ				

พฤติกรรมที่คาดหวัง ตามความสำคัญ					พฤติกรรมที่แสดงออก ตามความถี่				
1	2	3	4	5	1	2	3	4	5
คาดหวังต่ำมาก	คาดหวังต่ำ	คาดหวังปานกลาง	คาดหวังสูง	คาดหวังสูงมาก	ไม่เคยแสดงออก	แสดงออกน้อย	แสดงออกบางครั้ง	แสดงออกบ่อยๆ	แสดงออกสม่ำเสมอ
ความเอาใจใส่									
					1. ปฏิบัติต่อผู้ร่วมงานเปรียบเสมือนว่าเขาเป็นคนที่สำคัญที่สุด				
					2. ยอมรับผลงานของผู้ร่วมงาน				
					3. มีสัมพันธภาพที่ดีต่อผู้ร่วมงาน				
					4. คิดถึงผู้ร่วมงานก่อนตัดสินใจกระทำกรใดๆ				
					5. ดูแลผู้ร่วมงานอย่างใกล้ชิด				
					6. ใส่ใจต่อความต้องการของผู้ร่วมงาน				
					7. รู้จุดแข็งและจุดอ่อนของผู้ร่วมงานเพื่อช่วยพัฒนาและแก้ไข				
					8. รู้จักขอโทษอย่างรวดเร็วและจริงใจเมื่อตนเองทำผิดต่อผู้ร่วมงาน				
					9. แสดงความไว้วางใจต่อผู้ร่วมงาน				
					10. คิดก่อนพูดเพื่อที่จะได้ไม่ไปทำร้ายจิตใจผู้อื่น				

พฤติกรรมที่คาดหวัง ตามความสำคัญ					พฤติกรรมที่แสดงออก ตามความถี่				
1	2	3	4	5	1	2	3	4	5
คาดหวังต่ำมาก	คาดหวังต่ำ	คาดหวังปานกลาง	คาดหวังสูง	คาดหวังสูงมาก	ไม่เคยแสดงออก	แสดงออกน้อย	แสดงออกบางครั้ง	แสดงออกบ่อยๆ	แสดงออกสม่ำเสมอ
					หัวหน้า คุณสมบัติการเรียนรู้				
					11. ส่งเสริมการทำงาน เป็นหมู่คณะ				
					12. ยินดีกับความสำเร็จ ของผู้ร่วมงาน				
					13. เห็นความสำคัญของ ทุกคน				
					14. สนับสนุนและ ช่วยเหลือผู้ร่วมงาน				
					15. เชื่อมมั่นในศักยภาพ ของผู้ร่วมงาน				

APPENDIX C

**GRADUATE SCHOOL OF EDUCATION
VALIDITY APPROVAL FORM**

Student Name : Bro. Dechachai Sripicharn

Contact Information (phone/e-mail) : 081 8187134 / bro.dechachai@hotmail.com

Dissertation Title : A Development of Leadership Model for Middle Administrators
of Saint Gabriel Foundation Schools in Thailand.

Questionnaire Title : The Current and Desirable for The Middle Administrators of
Saint Gabriel Foundation Schools in Thailand.

Validity Approval

Does the validity of this questionnaire have your approval?

Yes. I, *Duangjai Seethaso* have read and certify the validity of this
Middle Leadership Administrators Model of Saint Gabriel Foundation Schools in Thailand
questionnaire. My comments, suggestions are noted below.

No. I, have read and cannot certify the
validity of this Middle Leadership Administrators Model of Saint Gabriel Foundation
Schools in Thailand questionnaire. My comments, suggestions are noted below.

Comments or suggestions:

.....
.....
.....
.....
.....

Name.....
Duangjai Seethaso
Validity expert Signature.....
Date :

**GRADUATE SCHOOL OF EDUCATION
VALIDITY APPROVAL FORM**

Student Name : Bro. Dechachai Sripicham

Contact Information (phone/e-mail) : 081 8187134 / bro.dechachai@hotmail.com

Dissertation Title : A Development of Leadership Model for Middle Administrators of Saint Gabriel Foundation Schools in Thailand.

Questionnaire Title : The Current and Desirable for The Middle Administrators of

Saint Gabriel Foundation Schools in Thailand.

Validity Approval

Does the validity of this questionnaire have your approval?

Yes, I.....have read and certify the validity of this Middle Leadership Administrators Model of Saint Gabriel Foundation Schools in Thailand questionnaire. My comments, suggestions are noted below.

No, I,have read and cannot certify the validity of this Middle Leadership Administrators Model of Saint Gabriel Foundation Schools in Thailand questionnaire. My comments, suggestions are noted below.

Comments or suggestions:

.....
.....
.....
.....
.....

Name..... Rungnapa Tangchit charoewekul.
Validity expert Signature..... Rungnapa Tangchit charoewekul.
Date :

GRADUATE SCHOOL OF EDUCATION
VALIDITY APPROVAL FORM

Student Name : Bro. Dechachai Sripicharn

Contact Information (phone/e-mail) : 081 8187134 / bro.dechachai@hotmail.com

Dissertation Title : A Development of Leadership Model for Middle Administrators
of Saint Gabriel Foundation Schools in Thailand.

Questionnaire Title : The Current and Desirable for The Middle Administrators of

Saint Gabriel Foundation Schools in Thailand.

Validity Approval

Does the validity of this questionnaire have your approval?

Yes. I, Wichuda Kijjorintham have read and certify the validity of this
Middle Leadership Administrators Model of Saint Gabriel Foundation Schools in Thailand
questionnaire. My comments, suggestions are noted below.

No. I, have read and cannot certify the
validity of this Middle Leadership Administrators Model of Saint Gabriel Foundation
Schools in Thailand questionnaire. My comments, suggestions are noted below.

Comments or suggestions:

1. good questionnaire but minor errors
เรื่อง
2. accuracy of the questionnaire
เรื่อง
เรื่อง
เรื่อง

Name..... Wichuda Kijjorintham
Validity expert Signature..... Wichuda K

Date :

APPENDIX D

Reliability

Scale: ALL VARIABLES

	N	%
Cases Valid	30	41.1
Excluded ^a	43	58.9
Total	73	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.984	120

Creative Characteristic Reliability

Scale: ALL VARIABLES

	N	%
Cases Valid	30	41.1
Excluded ^a	43	58.9
Total	73	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.943	30

**Courage Characteristic
Reliability**

Scale: ALL VARIABLES

Case Processing Summary		
	N	%
Cases		
Valid	73	100.0
Excluded ^a	0	.0
Total	73	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.939	30

**Confident Characteristic
Reliability**

Scale: ALL VARIABLES

Case Processing Summary		
	N	%
Cases		
Valid	73	100.0
Excluded ^a	0	.0
Total	73	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.960	30

**Caring Characteristic
Reliability**

Scale: ALL VARIABLES

	N	%
Cases Valid	72	98.6
Excluded ^a	1	1.4
Total	73	100.0

a. Listwise deletion based on all variables in the procedure.

Cronbach's Alpha	N of Items
.967	30

APPENDIX E

Focus Group Experts


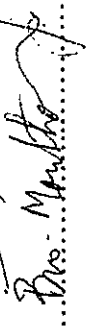

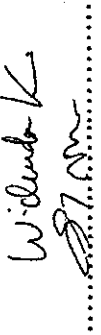
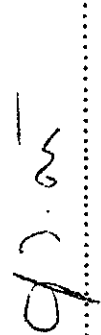




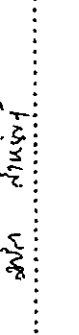
No.	Name	Position	Institution Address
1.	Dr.Sirichai Fonseka	Director	Assumption College Sriracha
2.	Dr.Monthol Prathumrach	Director	Saint Louis Chachoengsao
3.	Dr.Chamnan Laoruckphon	Director	Assumption College Thonburi
4.	Dr. Wichuda Kitthorntham	Lecturer	Srinakharinwirot University
5.	Dr. Arthip Somsujitra	Head of Curriculum Program	Gabrielite Provincial Centre
6.	Dr. Noel Landers	Head of Foreign Language Department	Assumption Colleges Rayong
7.	Mr.Verayuth Boonpram	Director	Assumption College Nakhonratchasima
8.	Mr.Steven Paul Raine	Director of the Centre	International Examination Assumption College Bangkok
9.	Mr. Marcin Kempła	Head of English Program	Assumption College Rama II Campus
10.	Ms. Marisa Singhapha	Head of Academic Dept.	Assumption College Rayong

Name of Experts for Focus Group

Friday 27th July, 2012

13.00 -14.00 pm. at C building Assumption University

.....

Name	Signature
1. Dr.Sirichai Fonseka Director Assumption College Sriracha	
2. Dr.Monthol Prathumrach Director Saint Louis Chachoengsao	
3. Dr.Chamnan Laoruckphon Director Assumption College Thonburi	
4. Dr. Wichuda Kitthorntham Lecturer Srinakharinwirot University	
5. Dr. Arthip Sornsujitra Head of Curriculum Program Gabrielite Provincial Centre	
6. Dr. Noet Landers Head of Foreign Languages Dept. Assumption College Rayong	
7. Mr. Verayuth Boonpram Director Assumption Nakhonratchasima	
8. Mr.Steven.Paul Raine Director of the International Examination Centre Assumption College Bangkok	
9. Mr. Marcin Kempła Head of English Program Assumption College Rama II Campus	
10. Ms. Marisa Singhaphan Head of Academic Dept. Assumption College Rayong	

**GRADUATE SCHOOL OF EDUCATION
MODEL VALIDATION APPROVAL FORM**

Student Name : Bro. Dechachai Sripicham
Contact Information (phone/e-mail) : 081 8187134 / bro.dechachai@hotmail.com
Dissertation Title : A Development of Leadership Model for Middle Administrators of Saint Gabriel Foundation Schools in Thailand.

MODEL VALIDATION APPROVE

Do you approve this professional development model?

Yes. I.....*Bro. Sripichai Sripicham*.....have read and approve this Development model. I confirm that this development model is able to apply for Middle Administrators of Saint Gabriel Foundation School in Thailand. My comments, reservation, suggestion are noted below.

No. I,have read and cannot approve this development model. I confirm that this development model is not able to apply for Middle Administrators of Saint Gabriel Foundation School in Thailand. My comments, reservation, suggestion are noted below.

Comments/reservations/suggestions:

The model should related to the Vision and Mission of the Foundation. The middle administrators model should developed as a pattern for the acknowledgement of future middle administrators.

Name and address of Model validation expert

Sripicham

**GRADUATE SCHOOL OF EDUCATION
MODEL VALIDATION APPROVAL FORM**

Student Name : Bro. Dechachai Sripicharn

Contact Information (phone/e-mail) : 081 8187134 / bro.dechachai@hotmail.com

Dissertation Title : A Development of Leadership Model for Middle Administrators of Saint Gabriel Foundation Schools in Thailand.

MODEL VALIDATION APPROVE

Do you approve this professional development model?

Yes. I, *Bro. Dr. Monthol Prakhuraech*.....have read and approve this Development model. I confirm that this development model is able to apply for Middle Administrators of Saint Gabriel Foundation School in Thailand. My comments, reservation, suggestion are noted below.

No. I,have read and cannot approve this development model. I confirm that this development model is not able to apply for Middle Administrators of Saint Gabriel Foundation School in Thailand. My comments, reservation, suggestion are noted below.

Comments/reservations/suggestions:

I would like to put Transactional Leadership in the line of Figure 2 at P. 12.

Bro. Dr. Monthol Prakhuraech

Name and address of Model validation expert

089-810-3520

**GRADUATE SCHOOL OF EDUCATION
MODEL VALIDATION APPROVAL FORM**

Student Name : Bro. Dechachai Sripicharn

Contact Information (phone/e-mail) : 081 8187134 / bro.dechachai@hotmail.com

Dissertation Title : A Development of Leadership Model for Middle Administrators of Saint Gabriel Foundation Schools in Thailand.

MODEL VALIDATION APPROVE

Do you approve this professional development model?

Yes. I, *DR. CHAMMAN LACAVUEKPHON*.....have read and approve this Development model. I confirm that this development model is able to apply for Middle Administrators of Saint Gabriel Foundation School in Thailand. My comments, reservation, suggestion are noted below.

No. I,have read and cannot approve this development model. I confirm that this development model is not able to apply for Middle Administrators of Saint Gabriel Foundation School in Thailand. My comments, reservation, suggestion are noted below.

Comments/reservations/suggestions:

.....
.....
.....
.....
.....
.....
.....

Chamman

.....
Name and address of Model validation expert

**GRADUATE SCHOOL OF EDUCATION
MODEL VALIDATION APPROVAL FORM**

Student Name : Bro. Dechachai Sripicharn

Contact Information (phone/e-mail) : 081 8187134 / bro.dechachai@hotmail.com

Dissertation Title : A Development of Leadership Model for Middle Administrators of Saint Gabriel Foundation Schools in Thailand.

MODEL VALIDATION APPROVE

Do you approve this professional development model?

Yes. I, Wichuda Kijitornlam Ph.D. have read and approve this Development model. I confirm that this development model is able to apply for Middle Administrators of Saint Gabriel Foundation School in Thailand. My comments, reservation, suggestion are noted below.

No. I,have read and cannot approve this development model. I confirm that this development model is not able to apply for Middle Administrators of Saint Gabriel Foundation School in Thailand. My comments, reservation, suggestion are noted below.

Comments/reservations/suggestions:

Adding ~~an~~ experts' interview of the way to fulfill the gap ~~is~~ in the model.

Others in the paper

Wichuda Kijitornlam, Ph.D., Srinavinit University

Name and address of Model validation expert

GRADUATE SCHOOL OF EDUCATION
MODEL VALIDATION APPROVAL FORM

Student Name : Bro. Dechachai Sripicharn

Contact Information (phone/e-mail) : 081 8187134 / bro.dechachai@hotmail.com

Dissertation Title : A Development of Leadership Model for Middle Administrators
of Saint Gabriel Foundation Schools in Thailand.

MODEL VALIDATION APPROVE

Do you approve this professional development model?

Yes, I, Dr. Artip Somsujitra.....have read and approve this Development model. I confirm that this development model is able to apply for Middle Administrators of Saint-Gabriel Foundation School in Thailand. My comments, reservation, suggestion are noted below.

No, I,have read and cannot approve this development model. I confirm that this development model is not able to apply for Middle Administrators of Saint Gabriel Foundation School in Thailand. My comments, reservation, suggestion are noted below.

Comments/reservations/suggestions:

- "Development Model" is not a new model. It is a traditional model.
- The model is not independent. It is dependent variable.
- The model is not characteristic of Manifest Spirituality.
- The model is not characteristic of Educational Leadership.
- The model is not a development model.

(Handwritten signature)

Name and address of Model validation expert

27.07.12

**GRADUATE SCHOOL OF EDUCATION
MODEL VALIDATION APPROVAL FORM**

Student Name : Bro. Dechachai Sripicharn

Contact Information (phone/e-mail) : 081 8187134 / bro.dechachai@hotmail.com

Dissertation Title : A Development of Leadership Model for Middle Administrators of Saint Gabriel Foundation Schools in Thailand.

MODEL VALIDATION APPROVE

Do you approve this professional development model?

- Yes. I, NOEL LANDERS.....have read and approve this Development model. I confirm that this development model is able to apply for Middle Administrators of Saint Gabriel Foundation School in Thailand. My comments, reservation, suggestion are noted below.

- No. I,have read and cannot approve this development model. I confirm that this development model is not able to apply for Middle Administrators of Saint Gabriel Foundation School in Thailand. My comments, reservation, suggestion are noted below.

Comments/reservations/suggestions:

The 'courage' element results were interesting and perhaps showed that middle administrators, while being willing to progress the curriculum with colleagues, lacked the courage to evaluate and appraise colleagues in a middle leadership capacity. This could, perhaps, be integrated into the model.

Dr. Noel Landers Assumption College, Rayong 21000

Name and address of Model validation expert

**GRADUATE SCHOOL OF EDUCATION
MODEL VALIDATION APPROVAL FORM**

Student Name : Bro. Dechachai Sripichain

Contact Information (phone/e-mail) : 081 8187134 / bro.dechachai@hotmail.com

Dissertation Title : A Development of Leadership Model for Middle Administrators
of Saint Gabriel Foundation Schools in Thailand.

MODEL VALIDATION APPROVE

Do you approve this professional development model?

Yes, I, Bro. Verayuth Boonprom.....have read and approve this Development model. I confirm that this development model is able to apply for Middle Administrators of Saint Gabriel Foundation School in Thailand. My comments, reservation, suggestion are noted below.

No, I,have read and cannot approve this development model. I confirm that this development model is not able to apply for Middle Administrators of Saint Gabriel Foundation School in Thailand. My comments, reservation, suggestion are noted below.

Comments/reservations/suggestions:

I'm agree that Model and strongly agree if we show about the Montfort Spirituality.....
.....
.....
.....
.....



Name and address of Model validation expert

GRADUATE SCHOOL OF EDUCATION
MODEL VALIDATION APPROVAL FORM

Student Name : Bro. Dechachai Sripicham

Contact Information (phone/e-mail) : 081 8187134 / bro.dechachai@hotmail.com

Dissertation Title : A Development of Leadership Model for Middle Administrators
of Saint Gabriel Foundation Schools in Thailand.

MODEL VALIDATION APPROVE

Do you approve this professional development model?

Yes. I.....have read and approve this Development model. I confirm that this development model is able to apply for Middle Administrators of Saint Gabriel Foundation School in Thailand. My comments, reservation, suggestion are noted below.

No. I,have read and cannot approve this development model. I confirm that this development model is not able to apply for Middle Administrators of Saint Gabriel Foundation School in Thailand. My comments, reservation, suggestion are noted below.

Comments/reservations/suggestions:

.....Establish a Research link between
.....the themes used and the characteristics
.....
.....
.....

Name and address of Model Validation expert

Steven Kaine


**GRADUATE SCHOOL OF EDUCATION
MODEL VALIDATION APPROVAL FORM**

Student Name : Bro. Dechachai Sripicharn

Contact Information (phone/e-mail) : 081 8187134 / bro.dechachai@hotmail.com

Dissertation Title : A Development of Leadership Model for Middle Administrators of Saint Gabriel Foundation Schools in Thailand.

MODEL VALIDATION APPROVE

Do you approve this professional development model?

- Yes, I, Marcin Kempka.....have read and approve this Development model. I confirm that this development model is able to apply for Middle Administrators of Saint Gabriel Foundation School in Thailand. My comments, reservation, suggestion are noted below.

- No, I,have read and cannot approve this development model. I confirm that this development model is not able to apply for Middle Administrators of Saint Gabriel Foundation School in Thailand. My comments, reservation, suggestion are noted below.

Comments/reservations/suggestions:

Research objectives → add middle
Add population, and sample

Explain curriculum areas

Add PNI to Table 1 → Method of data analysis
Remove the numbers next to the statements in the
model → leave only marking numbers

Marcin Kempka 1165/594 Niranhill Village T-Danke A-Muang
Ratchaburi 70000 Thailand

Name and address of Model validation expert

08 33 104229

**GRADUATE SCHOOL OF EDUCATION
MODEL VALIDATION APPROVAL FORM**

Student Name : Bro. Dechachai Sripicham

Contact Information (phone/e-mail) : 081 8187134 / bro.dechachai@hotmail.com

Dissertation Title : A Development of Leadership Model for Middle Administrators of Saint Gabriel Foundation Schools in Thailand.

MODEL VALIDATION APPROVE

Do you approve this professional development model?

- Yes. I, Mrs. Nivisa Singhaphorn.....have read and approve this Development model. I confirm that this development model is able to apply for Middle Administrators of Saint Gabriel Foundation School in Thailand. My comments, reservation, suggestion are noted below.
- No. I,have read and cannot approve this development model. I confirm that this development model is not able to apply for Middle Administrators of Saint Gabriel Foundation School in Thailand. My comments, reservation, suggestion are noted below.

Comments/reservations/suggestions:

.....
 It seems that Middle Administrators need more training.....
 in social skills about how to interact to the other people.....

..... Nivisa Singhaphorn.....

Name and address of Model validation expert

BIOGRAPHY

NAME Brother Dechachai Sripicham

MEMBER Brother of Saint Gabriel Foundation

POSITION Director, Assumption College Rayong,
Thailand.

DATE OF BIRTH 20 April 1958

PLACE OF BIRTH Amphur Maung, Chachoengsao, Thailand.

INSTITUTIONS ATTENDED - Sri Nakariniwrot University, B.Ed.
(English) 1984-1986
- Chulalongkorn University, M.Ed.
(Educational Administration) 1996-1998
- Assumption University of Thailand, Ph.D.
(Educational Leadership) 2009-2012

HOME ADDRESS 131 Moo 2 Tambon Noen Phra, Amphur
Maung,
Rayong 21000, Thailand.

E-MAIL bro.dechachai@hotmail.com